# **Main Criteria:** Medieval History-Based Writing Lessons

## **Secondary Criteria:** Massachusetts Curriculum Frameworks

**Subject:** Language Arts

**Grades:** 6, 7, 8

### Medieval History-Based Writing Lessons

Lesson 01: Unit 1 Note Taking an Outlines, p. 11-16

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Presentation of Knowledge and Ideas** |
| **STANDARD / CONCEPT / SKILL** | **SL.PK-12.4.** | **Present information, findings, and supporting evidence such that:** |
| INDICATOR | SL.PK-12.4.a. | Listeners can follow the line of reasoning. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |

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| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | SLCA.6-8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| INDICATOR | SLCA.6-8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Presentation of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.6.2. | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |

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| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.6.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Presentation of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | 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 vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.) |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.4.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.** |

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| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | 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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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Presentation of Knowledge and Ideas** |
| **STANDARD / CONCEPT / SKILL** | **SL.PK-12.4.** | **Present information, findings, and supporting evidence such that:** |
| INDICATOR | SL.PK-12.4.a. | Listeners can follow the line of reasoning. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |

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| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |

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| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | SLCA.6-8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| INDICATOR | SLCA.6-8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Presentation of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RI.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.7.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.7.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Presentation of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | SL.7.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.) |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

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| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Presentation of Knowledge and Ideas** |
| **STANDARD / CONCEPT / SKILL** | **SL.PK-12.4.** | **Present information, findings, and supporting evidence such that:** |
| INDICATOR | SL.PK-12.4.a. | Listeners can follow the line of reasoning. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |

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| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |

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| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | SLCA.6-8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| INDICATOR | SLCA.6-8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Presentation of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |

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| STANDARD / CONCEPT / SKILL | RI.8.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RI.8.3. | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.8.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |

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| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| INDICATOR | 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. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Presentation of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | 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 vocabulary, eye contact, volume, and pronunciation. (See grade 8 Language Standards 4–6 for specific expectations regarding vocabulary.) |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |

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| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

Lesson 02: Unit 2 Writing from Notes, p. 17-26

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |

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| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |

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| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |

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| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |

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| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |

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| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |

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| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.6.2. | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |

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| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.6.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.4.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.** |

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| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | 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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| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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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| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |

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| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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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| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |

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| STANDARD / CONCEPT / SKILL | RI.7.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.7.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.7.4.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.** |

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| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |

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| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.8.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RI.8.3. | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |

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| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.8.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |

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| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

Lesson 03: Unit 2 Writing from Notes, p. 27-34

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |

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| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |

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| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.6.2. | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.6.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |

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| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |

| | | |
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| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |

| | | |
|---|---|---|
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |

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| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.7.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.7.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |

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| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

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| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |

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| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |

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| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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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| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.8.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RI.8.3. | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.8.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | 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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| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |

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| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

Lesson 04: Unit 2 Writing from Notes, p. 35-44

# Massachusetts Curriculum Frameworks

## Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |

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| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.6.2. | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |

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| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.6.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |

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| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

# Massachusetts Curriculum Frameworks

## Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |

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| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.7.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |

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| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.7.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |

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| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |

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| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |

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| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

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| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |

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| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.8.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RI.8.3. | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.8.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |

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| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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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## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |

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| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |

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| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RL.6.2. | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. |
| STANDARD / CONCEPT / SKILL | RL.6.3. | Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RL.6.4. | 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, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RL.6.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| INDICATOR | W.6.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |

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| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |

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| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |

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| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RL.7.2. | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RL.7.3. | Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot). |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RL.7.4. | 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, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Integration of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | RL.7.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |

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| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

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| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |

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| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |

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| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.8.1. | Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RL.8.2. | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RL.8.3. | Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision. |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RL.8.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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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# Massachusetts Curriculum Frameworks

## Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |

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| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RL.6.2. | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. |

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| STANDARD / CONCEPT / SKILL | RL.6.3. | Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RL.6.4. | 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, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RL.6.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |

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| INDICATOR | 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. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| INDICATOR | W.6.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |

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| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |

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| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RL.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RL.7.2. | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RL.7.3. | Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot). |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RL.7.4. | 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, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Integration of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | RL.7.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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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| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.8.1. | Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |

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| STANDARD / CONCEPT / SKILL | RL.8.2. | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RL.8.3. | Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision. |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RL.8.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |

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| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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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| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

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| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

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

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |

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| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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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| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RL.6.2. | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. |
| STANDARD / CONCEPT / SKILL | RL.6.3. | Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RL.6.4. | 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, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |

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| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RL.6.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| INDICATOR | W.6.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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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| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RL.7.2. | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RL.7.3. | Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot). |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |

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| STANDARD / CONCEPT / SKILL | RL.7.4. | 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, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Integration of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | RL.7.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |

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| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |

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| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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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| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.8.1. | Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RL.8.2. | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RL.8.3. | Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision. |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |

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| STANDARD / CONCEPT / SKILL | RL.8.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |

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| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |

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| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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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## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |

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| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |

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| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RL.6.2. | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. |
| STANDARD / CONCEPT / SKILL | RL.6.3. | Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RL.6.4. | 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, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RL.6.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| INDICATOR | W.6.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |

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| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |

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| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |

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| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RL.7.2. | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RL.7.3. | Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot). |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RL.7.4. | 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, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Integration of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | RL.7.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |

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| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

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| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |

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| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |

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| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.8.1. | Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RL.8.2. | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RL.8.3. | Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision. |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RL.8.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

Lesson 09: Unit 4 Summarizing a Reference, p. 79-86

# Massachusetts Curriculum Frameworks

## Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |

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| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |

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| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.6.2. | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |

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| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.6.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |

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| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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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| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |

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| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |

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| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |

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| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.7.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |

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| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.7.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |

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| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |

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| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |

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| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

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| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |

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| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.8.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RI.8.3. | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.8.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |

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| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

Lesson 10: Unit 4 Summarizing a Reference, p. 87-96

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |

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| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |

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| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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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| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RI.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.6.2. | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.6.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |

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| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

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| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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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| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |

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| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |

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| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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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| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RI.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.7.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.7.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |

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| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |

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| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |

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| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |

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| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.8.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RI.8.3. | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |

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| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.8.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |

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| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

Lesson 11: Unit 4 Summarizing a Reference, p. 97-104

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |

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| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |

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|---|---|---|
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |

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| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.6.2. | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.6.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |

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| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |

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| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |

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| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.7.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.7.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |

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| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

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| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |

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| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |

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| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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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| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.8.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RI.8.3. | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.8.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | 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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| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |

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| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

Lesson 12: Unit 4 Summarizing a Reference, p. 105-116

# Massachusetts Curriculum Frameworks

## Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |

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| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.6.2. | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |

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| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.6.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |

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| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

# Massachusetts Curriculum Frameworks

## Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |

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| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.7.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |

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| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.7.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |

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| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |

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| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |

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| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

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| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |

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| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.8.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RI.8.3. | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.8.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |

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| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

Lesson 13: Unit 5 Writing from Pictures, p. 117-122

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |

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| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |

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| INDICATOR | 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. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| INDICATOR | W.6.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |

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| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | 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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| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |

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| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |

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| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |

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| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

Lesson 14: Unit 5 Writing from Pictures, p. 123-128

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | 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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| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |

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| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| INDICATOR | W.6.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |

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| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |

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| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |

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| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |

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| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | 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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| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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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| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

Lesson 15: Unit 5 Writing from Pictures, p. 129-134

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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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| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |

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| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events. |

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| INDICATOR | W.6.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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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| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | 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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| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |

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| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |

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| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |

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| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.6.2. | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.6.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| STANDARD / CONCEPT / SKILL | W.6.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |

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| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

# Massachusetts Curriculum Frameworks

## Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |

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| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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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| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.7.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. |

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| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.7.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.7. | Conduct short as well as more sustained 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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| STANDARD / CONCEPT / SKILL | W.7.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |

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| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | 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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| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |

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| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |

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| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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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| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |

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| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.8.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RI.8.3. | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.8.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | W.8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |

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| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

Lesson 17: Unit 6 Summarizing Multiple References, p. 143-154

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |

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| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |

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| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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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| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |

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| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.6.2. | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.6.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |

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| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| STANDARD / CONCEPT / SKILL | W.6.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |

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| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, 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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| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |

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| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

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| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.7.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |

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| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.7.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |

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| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| STANDARD / CONCEPT / SKILL | W.7.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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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| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |

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| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |

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| STANDARD / CONCEPT / SKILL | RI.8.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RI.8.3. | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.8.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.7. | Conduct short as well as more sustained 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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| STANDARD / CONCEPT / SKILL | W.8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

Lesson 18: Unit 6 Summarizing Multiple References, p. 155-162

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |

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| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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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| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.6.2. | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |

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| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.6.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| STANDARD / CONCEPT / SKILL | W.6.8. | When conducting research, 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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| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

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| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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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| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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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| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |

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| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |

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| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.7.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.7.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| STANDARD / CONCEPT / SKILL | W.7.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |

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| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |

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| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.8.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RI.8.3. | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.8.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | W.8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |

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| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

Lesson 19: Unit 6 Summarizing Multiple References, p. 163-170

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |

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| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.7. | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |

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|---|---|---|
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |

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| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.6.2. | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Integration of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | RI.6.7. | Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue. |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |

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| STANDARD / CONCEPT / SKILL | RI.6.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| STANDARD / CONCEPT / SKILL | W.6.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |

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| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |

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| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.7. | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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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| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |

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| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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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| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |

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| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.7.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.7.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

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| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| STANDARD / CONCEPT / SKILL | W.7.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |

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| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

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| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.7. | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |

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| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |

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| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |

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| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.8.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RI.8.3. | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.8.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | W.8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |

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| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

Lesson 20: Unit 7 Inventive Writing, p. 171-178

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.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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| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |

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| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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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| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |

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| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

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| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |

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| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |

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| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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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| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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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| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

Lesson 21: Unit 7 Inventive Writing, p. 179-186

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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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| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |

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| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |

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| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

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| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |

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| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |

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| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |

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| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

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| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

Lesson 22: Unit 7 Inventive Writing, p. 187-194

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |

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| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

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| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |

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| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |

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| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |

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| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |

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| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |

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| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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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| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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|---|---|---|
| STANDARD / CONCEPT / SKILL | W.8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

Lesson 23: Unit 7 Inventive Writing, p. 195-200

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | 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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| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |

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| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |

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| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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| STANDARD / CONCEPT / SKILL | W.6.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

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| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |

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| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |

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| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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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| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |

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| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |

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| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |

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| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

Lesson 24: Unit 7 Inventive Writing, p. 201-208

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |

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| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| INDICATOR | W.6.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |

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| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |

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| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |

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| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

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| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |

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| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | 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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| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |

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| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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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| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |

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| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.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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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | 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. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |

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| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |

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| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |

Lesson 25: Unit 8 Formal Essay Models, p. 209-216

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |

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| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |

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| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |

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| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| STANDARD / CONCEPT / SKILL | W.6.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |

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| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |

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| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.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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| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |

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| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| STANDARD / CONCEPT / SKILL | W.7.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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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| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |

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| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | 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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| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |

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| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | W.8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

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## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.7. | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.5. | Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |

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| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |

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| STANDARD / CONCEPT / SKILL | RI.6.2. | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| STANDARD / CONCEPT / SKILL | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas. |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Integration of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | RI.6.7. | Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue. |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.6.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |

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| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| STANDARD / CONCEPT / SKILL | W.6.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |

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| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.7. | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |

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| STANDARD / CONCEPT / SKILL | RCA-H.6-8.5. | Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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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| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.7.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | 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). |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |

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| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| STANDARD / CONCEPT / SKILL | RI.7.5. | Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas. |
| **FOCUS / COURSE** | **RI.7.** | **Grade 7 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.7.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| STANDARD / CONCEPT / SKILL | W.7.8. | When conducting research, 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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| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |

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| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.4. | 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. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.7. | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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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| STANDARD / CONCEPT / SKILL | L.PK-12.6. | 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. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.4. | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.5. | Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings. |
| **FOCUS / COURSE** | **RCA-H.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-H.6-8.10. | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.4. | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |

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| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.10. | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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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| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.9. | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |

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| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RI.8.2. | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RI.8.3. | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| STANDARD / CONCEPT / SKILL | RI.8.5. | Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept. |
| **FOCUS / COURSE** | **RI.8.** | **Grade 8 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RI.8.10. | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |

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| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | W.8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |

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| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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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## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.7. | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |

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| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **RI.6.** | **Grade 6 Reading Standards for Informational Text [RI]** |
| **STRAND** | | **Integration of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | RI.6.7. | Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |

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| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.6.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| INDICATOR | W.6.5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| STANDARD / CONCEPT / SKILL | W.6.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |

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| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.7. | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |

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| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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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| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |

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| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.7.5.** | **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.** |
| INDICATOR | W.7.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |

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| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| STANDARD / CONCEPT / SKILL | W.7.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | W.7.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |

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| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STANDARD / CONCEPT / SKILL | W.PK-12.3. | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.7. | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STANDARD / CONCEPT / SKILL | W.PK-12.9. | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |

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| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| INDICATOR | WCA.6-8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | WCA.6-8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SLCA.6-8.3. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |

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| INDICATOR | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| INDICATOR | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| **STANDARD / CONCEPT / SKILL** | **W.8.5.** | **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.** |
| INDICATOR | W.8.5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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| STANDARD / CONCEPT / SKILL | W.8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | W.8.8. | When conducting research, 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. |
| STANDARD / CONCEPT / SKILL | W.8.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

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## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |

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| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |

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| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RL.6.2. | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. |
| STANDARD / CONCEPT / SKILL | RL.6.3. | Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RL.6.4. | 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, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RL.6.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| STANDARD / CONCEPT / SKILL | W.6.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.4.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.** |

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| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | 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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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RL.7.2. | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RL.7.3. | Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot). |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |

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| STANDARD / CONCEPT / SKILL | RL.7.4. | 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, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Integration of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | RL.7.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| STANDARD / CONCEPT / SKILL | W.7.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |

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| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |

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| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |

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| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.8.1. | Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |

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| STANDARD / CONCEPT / SKILL | RL.8.2. | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RL.8.3. | Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision. |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | 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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RL.8.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |

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| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | W.8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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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| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 239-244

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |

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| STANDARD / CONCEPT / SKILL | R.PK-12.6. | Assess how point of view or purpose shapes the content and style of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Integration of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | R.PK-12.9. | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Knowledge of Language** |
| STANDARD / CONCEPT / SKILL | L.PK-12.3. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

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| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |

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| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.6.2. | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. |
| STANDARD / CONCEPT / SKILL | RL.6.3. | Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RL.6.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |

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| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| STANDARD / CONCEPT / SKILL | W.6.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |

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| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

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| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.6. | Assess how point of view or purpose shapes the content and style of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Integration of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | R.PK-12.9. | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |

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| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Knowledge of Language** |
| STANDARD / CONCEPT / SKILL | L.PK-12.3. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |

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| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |

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| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.7.2. | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RL.7.3. | Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot). |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RL.7.5. | Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama). |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Integration of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | RL.7.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |

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| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| STANDARD / CONCEPT / SKILL | W.7.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |

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| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | R.PK-12.6. | Assess how point of view or purpose shapes the content and style of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Integration of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | R.PK-12.9. | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Knowledge of Language** |
| STANDARD / CONCEPT / SKILL | L.PK-12.3. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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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| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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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| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.8.2. | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RL.8.3. | Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision. |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RL.8.5. | Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text. |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RL.8.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |

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| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | W.8.8. | When conducting research, 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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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 245-252

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **6** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

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| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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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| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |

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| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RL.6.1. | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RL.6.2. | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. |
| STANDARD / CONCEPT / SKILL | RL.6.3. | Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RL.6.4. | 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, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.6.** | **Grade 6 Reading Standards for Literature [RL]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RL.6.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.6.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |

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| INDICATOR | W.6.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.6.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.6.3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| STANDARD / CONCEPT / SKILL | W.6.6. | Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.6.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| STANDARD / CONCEPT / SKILL | W.6.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.6.** | **Grade 6 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.6.** | **Grade 6 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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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| INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| INDICATOR | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.6.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.6.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| INDICATOR | L.6.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |
| **FOCUS / COURSE** | **L.6.** | **Grade 6 Language Standards [L]** |

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| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **L.6.5.** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| INDICATOR | L.6.5.b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **7** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |

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| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |

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| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.7.1. | Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RL.7.2. | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RL.7.3. | Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot). |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |
| STANDARD / CONCEPT / SKILL | RL.7.4. | 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, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.7.** | **Grade 7 Reading Standards for Literature [RL]** |
| **STRAND** | | **Integration of Knowledge and Ideas** |
| STANDARD / CONCEPT / SKILL | RL.7.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |

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| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.7.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.7.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.7.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| INDICATOR | W.7.3.d. | Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| STANDARD / CONCEPT / SKILL | W.7.6. | Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |

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| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |

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| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.7.7. | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| STANDARD / CONCEPT / SKILL | W.7.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.7.** | **Grade 7 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.7.** | **Grade 7 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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 clearly expressing their own.** |
| INDICATOR | 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Conventions of Standard English** |
| **STANDARD / CONCEPT / SKILL** | **L.7.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)** |
| **INDICATOR** | | **Sentence Structure, Variety, and Meaning** |
| EXPECTATION | L.7.1.b. | Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.7.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |

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| INDICATOR | L.7.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.7.** | **Grade 7 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |

## Massachusetts Curriculum Frameworks

### Language Arts

Grade **8** - Adopted: **2017**

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| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | R.PK-12.1. | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| STANDARD / CONCEPT / SKILL | R.PK-12.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / CONCEPT / SKILL | R.PK-12.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **FOCUS / COURSE** | **R.PK-12.** | **College and Career Readiness Anchor Standards for Reading** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | R.PK-12.10. | Independently and proficiently read and comprehend complex literary and informational texts. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Text Types and Purposes** |
| STANDARD / CONCEPT / SKILL | W.PK-12.2. | 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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| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | W.PK-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STANDARD / CONCEPT / SKILL | W.PK-12.6. | Use technology to produce and publish writing and to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.PK-12.8. | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **FOCUS / COURSE** | **W.PK-12.** | **College and Career Readiness Anchor Standards for Writing** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | W.PK-12.10. | Write routinely over extended 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. |
| **FOCUS / COURSE** | **SL.PK-12.** | **College and Career Readiness Anchor Standards for Speaking and Listening** |
| **STRAND** | | **Comprehension and Collaboration** |
| STANDARD / CONCEPT / SKILL | SL.PK-12.1. | 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. |
| **FOCUS / COURSE** | **L.PK-12.** | **College and Career Readiness Anchor Standards for Language** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| STANDARD / CONCEPT / SKILL | L.PK-12.4. | 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. |
| **FOCUS / COURSE** | **RCA-ST.6-8.** | **Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]** |
| **STRAND** | | **Key Ideas and Details** |

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| STANDARD / CONCEPT / SKILL | RCA-ST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.1.** | **Write arguments focused on discipline-specific content.** |
| INDICATOR | WCA.6-8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **WCA.6-8.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| INDICATOR | WCA.6-8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | WCA.6-8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | WCA.6-8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.6-8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.5. | 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Research to Build and Present Knowledge** |

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| STANDARD / CONCEPT / SKILL | WCA.6-8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | WCA.6-8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **WCA.6-8.** | **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | WCA.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. |
| **FOCUS / COURSE** | **SLCA.6-8.** | **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **SLCA.6-8.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** |
| INDICATOR | SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| INDICATOR | SLCA.6-8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Key Ideas and Details** |
| STANDARD / CONCEPT / SKILL | RL.8.1. | Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| STANDARD / CONCEPT / SKILL | RL.8.2. | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text. |
| STANDARD / CONCEPT / SKILL | RL.8.3. | Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision. |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Craft and Structure** |

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| STANDARD / CONCEPT / SKILL | 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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| **FOCUS / COURSE** | **RL.8.** | **Grade 8 Reading Standards for Literature [RL]** |
| **STRAND** | | **Range of Reading and Level of Text Complexity** |
| STANDARD / CONCEPT / SKILL | RL.8.10. | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.1.** | **Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.** |
| INDICATOR | W.8.1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.2.** | **Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| INDICATOR | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | W.8.2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Text Types and Purposes** |
| **STANDARD / CONCEPT / SKILL** | **W.8.3.** | **Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.** |
| INDICATOR | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| INDICATOR | W.8.3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |

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| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Production and Distribution of Writing** |
| STANDARD / CONCEPT / SKILL | 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.) |
| STANDARD / CONCEPT / SKILL | W.8.6. | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Research to Build and Present Knowledge** |
| STANDARD / CONCEPT / SKILL | W.8.7. | Conduct short as well as more sustained 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. |
| STANDARD / CONCEPT / SKILL | W.8.8. | When conducting research, 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. |
| **FOCUS / COURSE** | **W.8.** | **Grade 8 Writing Standards [W]** |
| **STRAND** | | **Range of Writing** |
| STANDARD / CONCEPT / SKILL | 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. |
| **FOCUS / COURSE** | **SL.8.** | **Grade 8 Speaking and Listening Standards [SL]** |
| **STRAND** | | **Comprehension and Collaboration** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| INDICATOR | 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. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Knowledge of Language** |
| **STANDARD / CONCEPT / SKILL** | **L.8.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |

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| INDICATOR | L.8.3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **FOCUS / COURSE** | **L.8.** | **Grade 8 Language Standards [L]** |
| **STRAND** | | **Vocabulary Acquisition and Use** |
| **STANDARD / CONCEPT / SKILL** | **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.** |
| INDICATOR | 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. |
| INDICATOR | 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). |