# **Main Criteria:** U.S. History-Based Writing Lessons

## **Secondary Criteria:** Wisconsin Academic Standards

**Subject:** Language Arts

**Grades:** 6, 7, 8

### U.S. History-Based Writing Lessons

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

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| **DOMAIN** | | **Anchor Standards for Reading** |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| **DOMAIN** | | **Anchor Standards for Reading** |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| **DOMAIN** | | **Anchor Standards for Writing** |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Presentation of Knowledge and Ideas** |
| DESCRIPTOR / FOCUS AREA | SL4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| DESCRIPTOR / FOCUS AREA | L5. | Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Presentation of Knowledge and Ideas** |
| DESCRIPTOR / FOCUS AREA | SL.6.4 | Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices. |
| **DOMAIN** | | **Language 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |
| LEARNING CONTINUUM | L.6.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Reading** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Speaking & Listening** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Presentation of Knowledge and Ideas** |
| DESCRIPTOR / FOCUS AREA | SL4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| DESCRIPTOR / FOCUS AREA | L5. | Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Presentation of Knowledge and Ideas** |
| DESCRIPTOR / FOCUS AREA | SL.7.4 | Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Presentation of Knowledge and Ideas** |
| DESCRIPTOR / FOCUS AREA | SL4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| DESCRIPTOR / FOCUS AREA | L5. | Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. |
| **DOMAIN** | | **Reading 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |

| | | |
|---|---|---|
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Presentation of Knowledge and Ideas** |
| DESCRIPTOR / FOCUS AREA | SL.8.4 | Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.8.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

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

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |
| LEARNING CONTINUUM | L.6.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | L.7.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | L.8.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 03: Unit 2 Writing from Notes, p. 27-32

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |
| LEARNING CONTINUUM | L.6.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |

**DOMAIN** **Writing Standards 6-12**

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

**DOMAIN** **Writing Standards 6-12**

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.8.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

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

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |
| LEARNING CONTINUUM | L.6.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | L.7.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | L.8.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

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

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |
| DESCRIPTOR / FOCUS AREA | R.6.3 | In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |
| LEARNING CONTINUUM | L.6.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |

| **DOMAIN** | | **Writing Standards 6-12** |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

| **DOMAIN** | | **Writing Standards 6-12** |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| **DOMAIN** | | **Speaking & Listening 6-12** |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.3 | In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.8.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |
| DESCRIPTOR / FOCUS AREA | R.6.3 | In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |
| LEARNING CONTINUUM | L.6.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R.8.3 | In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.8.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

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

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Reading** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Reading** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |
| DESCRIPTOR / FOCUS AREA | R.6.3 | In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | |
|---|---|
| **DOMAIN** | **Language 6-12** |
| **CONTENT STANDARD** | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |
| LEARNING CONTINUUM | L.6.2.a. | 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). |

| | |
|---|---|
| **DOMAIN** | **Language 6-12** |
| **CONTENT STANDARD** | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | |
|---|---|
| **DOMAIN** | **Language 6-12** |
| **CONTENT STANDARD** | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | **Conventions of Standardized English** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

| Grade **7** - Adopted: **2020/Implement 2021** | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

# Wisconsin Academic Standards

## Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.3 | In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.8.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-80

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R.6.3 | In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

| | | |
|---|---|---|
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |
| LEARNING CONTINUUM | L.6.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.3 | In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.8.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

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

# Wisconsin Academic Standards

## Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |
| LEARNING CONTINUUM | L.6.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

# Wisconsin Academic Standards

## Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

# Wisconsin Academic Standards

## Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.8.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 10: Unit 4 Summarizing a Reference, p. 89-100

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |
| LEARNING CONTINUUM | L.6.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **L.6.3** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| LEARNING CONTINUUM | L.6.3.d. | Distinguish between words with similar definitions (e.g., stingy, scrimping, economical, unwasteful, thrifty). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| DOMAIN | | Anchor Standards for Reading |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| DOMAIN | | Anchor Standards for Writing |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| DOMAIN | | Anchor Standards for Writing |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| DOMAIN | | Anchor Standards for Writing |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.3** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| LEARNING CONTINUUM | L.7.3.b. | Analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.7.6.a. | Commas to separate coordinate adjectives |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | L.8.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 11: Unit 4 Summarizing a Reference, p. 101-108

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |
| LEARNING CONTINUUM | L.6.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |

**DOMAIN** **Writing Standards 6-12**

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

**DOMAIN** **Writing Standards 6-12**

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.7.6.a. | Commas to separate coordinate adjectives |

# Wisconsin Academic Standards

## Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.8.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 12: Unit 4 Summarizing a Reference, p. 109-120

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |
| LEARNING CONTINUUM | L.6.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.7.6.a. | Commas to separate coordinate adjectives |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.8.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 13: Unit 5 Writing from Pictures, p. 121-130

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

# Wisconsin Academic Standards

## Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 14: Unit 5 Writing from Pictures, p. 131-140

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

# Wisconsin Academic Standards

## Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| **DOMAIN** | | **Anchor Standards for Writing** |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| **DOMAIN** | | **Anchor Standards for Writing** |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| **DOMAIN** | | **Anchor Standards for Writing** |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

# Wisconsin Academic Standards

## Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 15: Unit 5 Writing from Pictures, p. 141-148

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

# Wisconsin Academic Standards

## Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| **DOMAIN** | | **Anchor Standards for Writing** |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| **DOMAIN** | | **Anchor Standards for Writing** |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| **DOMAIN** | | **Anchor Standards for Writing** |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

# Wisconsin Academic Standards

## Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 16: Unit 6 Summarizing Multiple References, p. 149-158

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.6.7 | Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | L.6.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.7 | Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.7 | Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.8.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 17: Unit 6 Summarizing Multiple References, p. 159-174

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.6.7 | Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | L.6.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.7 | Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.7 | Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.8.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 18: Unit 6 Summarizing Multiple References, p. 175-184

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.6.7 | Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | L.6.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| DESCRIPTOR / FOCUS AREA | W.7.6 | Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.7 | Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.7 | Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.8.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 19: Unit 6 Summarizing Multiple References, p. 185-196

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W7. | Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |
| **DOMAIN** | | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.6.6 | Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.6.7 | Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| DESCRIPTOR / FOCUS AREA | W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| DESCRIPTOR / FOCUS AREA | W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 6 Reading standards) |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |
| LEARNING CONTINUUM | L.6.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

# Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W7. | Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| DESCRIPTOR / FOCUS AREA | W.7.6 | Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.7.7 | Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| DESCRIPTOR / FOCUS AREA | W.7.9 | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards) |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W7. | Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Speaking & Listening** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| DESCRIPTOR / FOCUS AREA | W.8.6 | Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.7 | Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| DESCRIPTOR / FOCUS AREA | W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 8 Reading standards) |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.8.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 20: Unit 7 Inventive Writing, p. 197-204

# Wisconsin Academic Standards

## Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | |
|---|---|
| **DOMAIN** | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |

| | |
|---|---|
| **DOMAIN** | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| **DOMAIN** | | **Anchor Standards for Writing** |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| **DOMAIN** | | **Anchor Standards for Writing** |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| **DOMAIN** | | **Anchor Standards for Writing** |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

# Wisconsin Academic Standards

## Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 21: Unit 7 Inventive Writing, p. 205-214

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

| | |
|---|---|
| **DOMAIN** | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |

| | |
|---|---|
| **DOMAIN** | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 22: Unit 7 Inventive Writing, p. 215-222

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 23: Unit 7 Inventive Writing, p. 223-230

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

| Grade **7** - Adopted: **2020/Implement 2021** | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 24: Unit 7 Inventive Writing, p. 231-240

# Wisconsin Academic Standards

## Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | |
|---|---|
| **DOMAIN** | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |

| | |
|---|---|
| **DOMAIN** | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| **DOMAIN** | | **Anchor Standards for Writing** |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| **DOMAIN** | | **Anchor Standards for Writing** |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| **DOMAIN** | | **Anchor Standards for Writing** |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

# Wisconsin Academic Standards

## Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 25: Unit 8 Formal Essay Models, p. 241-250

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.6.7 | Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| DESCRIPTOR / FOCUS AREA | W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| DESCRIPTOR / FOCUS AREA | W.7.6 | Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.7 | Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.7 | Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 26: Unit 8 Formal Essay Models, p. 251-262

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Reading** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W7. | Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |
| DESCRIPTOR / FOCUS AREA | R.6.3 | In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |

**DOMAIN** **Writing Standards 6-12**

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| DESCRIPTOR / FOCUS AREA | W.6.6 | Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose. |

**DOMAIN** **Writing Standards 6-12**

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.6.7 | Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| DESCRIPTOR / FOCUS AREA | W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 6 Reading standards) |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | L.6.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W7. | Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.3 | In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| DESCRIPTOR / FOCUS AREA | W.7.6 | Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.7 | Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| DESCRIPTOR / FOCUS AREA | W.7.9 | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards) |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

# Wisconsin Academic Standards

## Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W7. | Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.3 | In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| DESCRIPTOR / FOCUS AREA | W.8.6 | Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **DOMAIN** | | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.7 | Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| DESCRIPTOR / FOCUS AREA | W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 8 Reading standards) |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |
| **DOMAIN** | | **Language 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.8.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 27: Unit 8 Formal Essay Models, p. 263-268

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Writing** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W7. | Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Speaking & Listening** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | |
|---|---|
| **DOMAIN** | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |

| | |
|---|---|
| **DOMAIN** | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.6.3.a. | Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.6.3.b. | Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. |
| LEARNING CONTINUUM | W.6.3.c. | Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |

**DOMAIN** **Writing Standards 6-12**

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| DESCRIPTOR / FOCUS AREA | W.6.6 | Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose. |

**DOMAIN** **Writing Standards 6-12**

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.6.7 | Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| DESCRIPTOR / FOCUS AREA | W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 6 Reading standards) |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.5** | **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:** |
| LEARNING CONTINUUM | L.6.5.b. | Strategies to improve expression in conventional language |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W7. | Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.7.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. |
| LEARNING CONTINUUM | W.7.3.b. | Transitions: use a variety of appropriate transitions that connect and develop ideas. |
| LEARNING CONTINUUM | W.7.3.c. | Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| DESCRIPTOR / FOCUS AREA | W.7.6 | Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.7 | Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| DESCRIPTOR / FOCUS AREA | W.7.9 | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards) |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W7. | Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.3** | **Create writing that utilizes:** |
| LEARNING CONTINUUM | W.8.3.a. | Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.3.b. | Transitions: varied transitions to create cohesion and clarity among ideas and concepts. |
| LEARNING CONTINUUM | W.8.3.c. | Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| DESCRIPTOR / FOCUS AREA | W.8.6 | Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.7 | Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| DESCRIPTOR / FOCUS AREA | W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 8 Reading standards) |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.8.1.d. | Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 269-278

# Wisconsin Academic Standards

## Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |
| DESCRIPTOR / FOCUS AREA | R.6.3 | In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.6.7 | Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| DESCRIPTOR / FOCUS AREA | W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |
| LEARNING CONTINUUM | L.6.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| DESCRIPTOR / FOCUS AREA | W.7.6 | Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources. |

**DOMAIN** **Writing Standards 6-12**

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.7 | Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**DOMAIN** **Speaking & Listening 6-12**

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | |
|---|---|
| **DOMAIN** | **Anchor Standards for Reading** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.3 | In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.7 | Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.8.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |

| | | |
|---|---|---|
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 279-284

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R.6.3 | In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.6.7 | Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| DESCRIPTOR / FOCUS AREA | W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| **DOMAIN** | | **Speaking & Listening 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| LEARNING CONTINUUM | L.6.1.d. | Maintain consistency in style and tone. |

## Wisconsin Academic Standards

### Language Arts

Grade **7** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| DESCRIPTOR / FOCUS AREA | W.7.6 | Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.7 | Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.7.1.c. | Maintain consistency in style and tone. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Reading 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.3 | In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

| | | |
|---|---|---|
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.7 | Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |

Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 285-295

## Wisconsin Academic Standards

### Language Arts

Grade **6** - Adopted: **2020/Implement 2021**

| **DOMAIN** | | **Anchor Standards for Reading** |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| **DOMAIN** | | **Anchor Standards for Reading** |
|---|---|---|
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |

| **DOMAIN** | | **Anchor Standards for Writing** |
|---|---|---|
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.6.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.6.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |
| DESCRIPTOR / FOCUS AREA | R.6.3 | In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.6.2** | **Write text in a variety of modes:** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | W.6.2.b. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LEARNING CONTINUUM | W.6.2.c. | Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.6.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.6.7 | Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| DESCRIPTOR / FOCUS AREA | W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.6.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.6.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.6.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.6.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| LEARNING CONTINUUM | L.6.1.c. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.6.2** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.** |
| LEARNING CONTINUUM | L.6.2.a. | 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). |

| | | |
|---|---|---|
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.6.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

| Grade **7** - Adopted: **2020/Implement 2021** | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.7.1 | Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.7.2 | Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.7.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.7.2.b. | Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.7.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.7.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| DESCRIPTOR / FOCUS AREA | W.7.6 | Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.7.7 | Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| DESCRIPTOR / FOCUS AREA | W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.7.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.7.1.a. | Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| LEARNING CONTINUUM | SL.7.1.d. | Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |
| **DOMAIN** | | **Language 6-12** |

| | | |
|---|---|---|
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |
| LEARNING CONTINUUM | L.7.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.7.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.7.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.7.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

## Wisconsin Academic Standards

### Language Arts

Grade **8** - Adopted: **2020/Implement 2021**

| | | |
|---|---|---|
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R1. | Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| DESCRIPTOR / FOCUS AREA | R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **DOMAIN** | | **Anchor Standards for Reading** |
| **CONTENT STANDARD** | | **Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Craft and Structure** |
| DESCRIPTOR / FOCUS AREA | R4. | 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. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes:** |
| DESCRIPTOR / FOCUS AREA | W1. | Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| DESCRIPTOR / FOCUS AREA | W2. | Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / FOCUS AREA | W3. | Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W4. | Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | W5. | Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. |
| DESCRIPTOR / FOCUS AREA | W6. | Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| **DOMAIN** | | **Anchor Standards for Writing** |
| **CONTENT STANDARD** | | **Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W8. | Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. |
| DESCRIPTOR / FOCUS AREA | W9. | Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
| **DOMAIN** | | **Anchor Standards for Speaking & Listening** |
| **CONTENT STANDARD** | | **Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| DESCRIPTOR / FOCUS AREA | SL1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| DESCRIPTOR / FOCUS AREA | L1. | 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. |
| **DOMAIN** | | **Anchor Standards for Language** |
| **CONTENT STANDARD** | | **Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| DESCRIPTOR / FOCUS AREA | L2. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. |
| DESCRIPTOR / FOCUS AREA | L4. | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| **DOMAIN** | | **Reading 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Key Ideas and Details** |
| DESCRIPTOR / FOCUS AREA | R.8.1 | Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.2 | Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |
| DESCRIPTOR / FOCUS AREA | R.8.3 | In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Text Types and Purposes** |
| **DESCRIPTOR / FOCUS AREA** | **W.8.2** | **Write text in a variety of modes:** |
| LEARNING CONTINUUM | W.8.2.b. | Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| LEARNING CONTINUUM | W.8.2.c. | Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |

| | | |
|---|---|---|
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Production and Distribution of Writing** |
| DESCRIPTOR / FOCUS AREA | W.8.4 | Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| DESCRIPTOR / FOCUS AREA | W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **DOMAIN** | | **Writing Standards 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Inquiry to Build and Present Knowledge** |
| DESCRIPTOR / FOCUS AREA | W.8.7 | Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| DESCRIPTOR / FOCUS AREA | W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **DOMAIN** | | **Speaking & Listening 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Comprehension and Collaboration** |
| **DESCRIPTOR / FOCUS AREA** | **SL.8.1** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.** |
| LEARNING CONTINUUM | SL.8.1.a. | Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Knowledge of Language** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.1** | **Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.** |

| | | |
|---|---|---|
| LEARNING CONTINUUM | L.8.1.b. | Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.2** | **Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate** |
| LEARNING CONTINUUM | L.8.2.a. | 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). |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Vocabulary Acquisition and Use** |
| DESCRIPTOR / FOCUS AREA | L.8.4 | Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| **DOMAIN** | | **Language 6-12** |
| **CONTENT STANDARD** | | **Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.** |
| **PERFORMANCE STANDARD / LEARNING PRIORITY** | | **Conventions of Standardized English** |
| **DESCRIPTOR / FOCUS AREA** | **L.8.6** | **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:** |
| LEARNING CONTINUUM | L.8.6.a. | Punctuation to recognize a pause or break |