

# 6-8 Next Generation ELA Standards at a Glance

## 6-8 Reading Standards (Literary and Informational Text)

Review the [6<sup>th</sup>](#), [7<sup>th</sup>](#), and [8<sup>th</sup>](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#) for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

### Key Ideas and Details

6	7	8
<b>6R1:</b> Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.	<b>7R1:</b> Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.	<b>8R1:</b> Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.
<b>RH 1 (6-8):</b> Cite specific textual evidence to support analysis of primary and secondary sources.		
<b>RST 1 (6-8):</b> Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.		
<b>6R2:</b> Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.	<b>7R2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text.	<b>8R2:</b> Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.
<b>RH2 (6-8):</b> Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.		
<b>RST2 (6-8):</b> Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.		
<b>6R3:</b> In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.	<b>7R3:</b> In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.	<b>8R3:</b> In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.
<b>RH3 (6-8):</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).		
<b>RST3 (6-8):</b> Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.		

### Craft and Structure

6	7	8
<b>6R4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.	<b>7R4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.	<b>8R4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
<b>RH4 (6-8):</b> Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.		
<b>RST4 (6-8):</b> Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.		
<b>6R5:</b> In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/central idea, setting, or plot. In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/central ideas.	<b>7R5:</b> In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes and central ideas.	<b>8R5:</b> In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea.
<b>RH5 (6-8):</b> Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).		
<b>RST5 (6-8):</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.		

## 6-8 Reading Standards (Literary and Informational Text, *continued*)

*Review the [6<sup>th</sup>](#), [7<sup>th</sup>](#), and [8<sup>th</sup>](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#) for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.*

### ***Craft and Structure (continued)***

6	7	8
<b>6R6:</b> In literary texts, identify the point of view and explain how it is developed and conveys meaning. In informational texts, explain how an author’s geographic location or culture affects his or her perspective.	<b>7R6:</b> In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. In informational texts, analyze how the author distinguishes his or her position from that of others.	<b>8R6:</b> In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. In informational texts, analyze how the author addresses conflicting evidence or viewpoints.
<b>RH6 (6-8):</b> Identify aspects of a text that reveal an author’s point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).		
<b>RST6 (6-8):</b> Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.		

### ***Integration of Knowledge and Ideas***

6	7	8
<b>6R7:</b> Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.	<b>7R7:</b> Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format’s portrayal of a subject.	<b>8R7:</b> Evaluate the advantages and disadvantages of using different media – text, audio, video, stage, or digital – to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text.
<b>RH7 (6-8):</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.		
<b>RST7 (6-8):</b> Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).		
<b>6R8:</b> Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not.	<b>7R8:</b> Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.	<b>8R8:</b> Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.
<b>RH8 (6-8):</b> Distinguish among fact, opinion, and reasoned judgment in a text. Identify and distinguish between a primary and secondary source on the same topic.		
<b>RST8 (6-8):</b> For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.		
<b>6R9:</b> Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	<b>7R9:</b> Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	<b>8R9:</b> Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
<b>RH9 (6-8):</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
<b>RST9 (6-8):</b> Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.		

## 6-8 Writing Standards

*Review the [6<sup>th</sup>](#), [7<sup>th</sup>](#), and [8<sup>th</sup>](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#) for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities. Review the [6<sup>th</sup>](#), [7<sup>th</sup>](#), and [8<sup>th</sup>](#) grade writing introductions in the Next Generation Learning Standards for information regarding production and range of writing.*

### Text Types and Purposes

6	7	8
<p><b>6W1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>6W1a:</b> Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p> <p><b>6W1b:</b> Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p><b>6W1c:</b> Use precise language and content-specific vocabulary to argue a claim.</p> <p><b>6W1d:</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>6W1e:</b> Provide a concluding statement or section that explains the significance of the argument presented.</p> <p><b>6W1f:</b> Maintain a style and tone appropriate to the writing task.</p>	<p><b>7W1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>7W1a:</b> Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p> <p><b>7W1b:</b> Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p><b>7W1c:</b> Use precise language and content-specific vocabulary to argue a claim.</p> <p><b>7W1d:</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>7W1e:</b> Provide a concluding statement or section that explains the significance of the argument presented.</p> <p><b>7W1f:</b> Maintain a style and tone appropriate to the writing task.</p>	<p><b>8W1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>8W1a:</b> Introduce precise claim(s), acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.</p> <p><b>8W1b:</b> Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p><b>8W1c:</b> Use precise language and content-specific vocabulary to argue a claim.</p> <p><b>8W1d:</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>8W1e:</b> Provide a concluding statement or section that explains the significance of the argument presented.</p> <p><b>8W1f:</b> Maintain a style and tone appropriate to the writing task.</p>
<p><b>WHST 1 (6-8):</b> Write arguments focused on discipline-specific content.</p> <p><b>WHST 1a:</b> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>WHST 1b:</b> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.</p> <p><b>WHST 1c:</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, and evidence.</p> <p><b>WHST 1d:</b> Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.</p> <p><b>WHST 1e:</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>		
<p><b>6W2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>6W2a:</b> Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p><b>6W2b:</b> Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p><b>6W2c:</b> Use precise language and content-specific vocabulary to explain a topic.</p> <p><b>6W2d:</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>6W2e:</b> Provide a concluding statement or section that explains the significance of the information presented.</p> <p><b>6W2f:</b> Establish and maintain a style appropriate to the writing task.</p>	<p><b>7W2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>7W2a:</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p><b>7W2b:</b> Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p><b>7W2c:</b> Use precise language and content-specific vocabulary to explain a topic.</p> <p><b>7W2d:</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>7W2e:</b> Provide a concluding statement or section that explains the significance of the information presented.</p> <p><b>7W2f:</b> Establish and maintain a style appropriate to the writing task.</p>	<p><b>8W2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>8W2a:</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p><b>8W2b:</b> Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p><b>8W2c:</b> Use precise language and content-specific vocabulary to explain a topic.</p> <p><b>8W2d:</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>8W2e:</b> Provide a concluding statement or section that explains the significance of the information presented.</p> <p><b>8W2f:</b> Establish and maintain a style appropriate to the writing task.</p>
<p><b>WHST 2 (6-8):</b> Write informative/explanatory text focused on discipline-specific content.</p> <p><b>WHST 2a:</b> Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.</p> <p><b>WHST 2b:</b> Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.</p> <p><b>WHST 2c:</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>WHST 2d:</b> Use precise language and content-specific vocabulary to inform and/or to explain the topic.</p> <p><b>WHST 2e:</b> Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.</p>		

## 6-8 Writing Standards (continued)

*Review the [6<sup>th</sup>](#), [7<sup>th</sup>](#), and [8<sup>th</sup>](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#) for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities. Review the [6<sup>th</sup>](#), [7<sup>th</sup>](#), and [8<sup>th</sup>](#) grade writing introductions in the Next Generation Learning Standards for information regarding production and range of writing.*

### Text Types and Purposes (continued)

6	7	8
<p><b>6W3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.</p> <p><b>6W3a:</b> Engage the reader by introducing a narrator and/or characters.</p> <p><b>6W3b:</b> Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p> <p><b>6W3c:</b> Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>6W3d:</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><b>6W3e:</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>7W3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.</p> <p><b>7W3a:</b> Engage the reader by establishing a point of view and introducing a narrator and/or characters.</p> <p><b>7W3b:</b> Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p> <p><b>7W3c:</b> Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>7W3d:</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>7W3e:</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>8W3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.</p> <p><b>8W3a:</b> Engage the reader by establishing a point of view and introducing a narrator and/or characters.</p> <p><b>8W3b:</b> Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</p> <p><b>8W3c:</b> Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p><b>8W3d:</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>8W3e:</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<p><b>WHST 3 (6-8):</b> Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.</p>		
<p><b>6W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p><b>7W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p><b>8W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.</p>
<p><b>WHST 4 (6-8):</b> Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p>		

### Research to Build and Present Knowledge

6	7	8
<p><b>6W5:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.</p>	<p><b>7W5:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.</p>	<p><b>8W5:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable.</p>
<p><b>WHST 5 (6-8):</b> Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>		
<p><b>6W6:</b> Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.</p>	<p><b>7W6:</b> Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.</p>	<p><b>8W6:</b> Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.</p>
<p><b>WHST 6 (6-8):</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>		
<p><b>6W7:</b> Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.</p>	<p><b>7W7:</b> Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</p>	<p><b>8W7:</b> Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</p>
<p><b>WHST 7 (6-8):</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>		

## 6-8 Speaking and Listening Standards

Review the [6<sup>th</sup>](#), [7<sup>th</sup>](#), and [8<sup>th</sup>](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

### Comprehension and Collaboration

6	7	8
<p><b>6SL1:</b> Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p><b>6SL1a:</b> Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>6SL1b:</b> Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>6SL1c:</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p><b>6SL1d:</b> Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><b>7SL1:</b> Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p><b>7SL1a:</b> Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>7SL1b:</b> Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>7SL1c:</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>7SL1d:</b> Acknowledge new information expressed by others and, when warranted, modify personal views.</p>	<p><b>8SL1:</b> Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p><b>8SL1a:</b> Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>8SL1b:</b> Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>8SL1c:</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p><b>8SL1d:</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.</p>
<p><b>6SL2:</b> Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.</p>	<p><b>7SL2:</b> Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study.</p>	<p><b>8SL2:</b> Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
<p><b>6SL3:</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>7SL3:</b> Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.</p>	<p><b>8SL3:</b> Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.</p>

### Presentation of Knowledge and Ideas

6	7	8
<p><b>6SL4:</b> Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.</p>	<p><b>7SL4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.</p>	<p><b>8SL4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.</p>
<p><b>6SL5:</b> Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.</p>	<p><b>7SL5:</b> Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><b>8SL5:</b> Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.</p>
<p><b>6SL6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>7SL6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>8SL6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

## 6-8 Language Standards

Review the [6<sup>th</sup>](#), [7<sup>th</sup>](#), and [8<sup>th</sup>](#) grade ELA introductions for information regarding:

*guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.*

### Conventions of Academic English/Language for Learning

<p><b>Anchor Standard 1 (6-8L1):</b> Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*</p> <p><b>CORE CONVENTION SKILLS (Grades 6-8)</b></p> <ul style="list-style-type: none"> <li>• Ensure that pronouns are in the proper case (subjective, objective, and possessive).</li> <li>• Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>• Recognize and correct pronouns that have unclear or ambiguous antecedents.</li> <li>• Explain the function of phrases and clauses in general, as well as in specific sentences.</li> <li>• Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>• Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>• Explain the function of verbals (gerunds, participles, infinitives).</li> <li>• Form and use verbs in the active and passive voice.</li> <li>• Recognize and correct inappropriate verb shifts.</li> </ul>	<p><b>Anchor Standard 2 (6-8L2):</b> Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*</p> <p><b>CORE PUNCTUATION and SPELLING SKILLS (Grades 6-8)</b></p> <ul style="list-style-type: none"> <li>• Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.</li> <li>• Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>• Use an ellipsis to indicate an omission.</li> </ul>
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\* While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs, may demonstrate skills bilingually or transfer linguistic knowledge across languages.

### Knowledge of Language

6	7	8
<p><b>6L3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>6L3a:</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>6L3b:</b> Maintain consistency in style and tone.</p>	<p><b>7L3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>7L3a:</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p><b>8L3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>8L3a:</b> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>

## 6-8 Language Standards (continued)

Review the [6<sup>th</sup>](#), [7<sup>th</sup>](#), and [8<sup>th</sup>](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

### Vocabulary Acquisition and Use

6	7	8
<p><b>6L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p><b>6L4a:</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>6L4b:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p><b>6L4c:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>6L4d:</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>7L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p><b>7L4a:</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>7L4b:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p><b>7L4c:</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>7L4d:</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>8L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p><b>8L4a:</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>8L4b:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p><b>8L4c:</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>8L4d:</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p><b>6L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>6L5a:</b> Interpret figurative language, including personification, in context.</p> <p><b>6L5b:</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p><b>6L5c:</b> Distinguish among the connotations of words with similar denotations (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>	<p><b>7L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>7L5a:</b> Interpret figurative language, including allusions, in context.</p> <p><b>7L5b:</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p><b>7L5c:</b> Distinguish among the connotations of words with similar denotations (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p><b>8L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>8L5a:</b> Interpret figures of speech including irony and puns in context.</p> <p><b>8L5b:</b> Use the relationship between particular words to better understand each of the words.</p> <p><b>8L5c:</b> Distinguish among the connotations of words with similar denotations (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>
<p><b>6L6:</b> Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>7L6:</b> Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>8L6:</b> Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>