

RSU 1 K-8 WRITING STANDARDS

Graduation Standard #2

Writes Clear and Coherent Arguments

Opinion/Argument

Write opinions/ arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
(W.1)

Grade K

Compose opinion pieces using a combination of drawing, dictating, & writing in which they tell a reader the topic or the name of the book they are writing about & state an opinion or preference about the topic or book. (W1)

Grade 1

Write opinion pieces that state an opinion, provide reasons, and offer some sense of closure. (W1)

Grade 2

Write opinion pieces that state an opinion, connect opinion with reasons, use linking words to connect opinion & reasons, and write a concluding statement/section. (W1)

Grade 3

Write opinion pieces that clearly introduce the topic, state an opinion, create an organizational structure that lists reasons, use linking words & phrases to connect opinion & reasons, and write a concluding statement/section. (W1 a, b, c, d)

Grade 4

Write opinion pieces that clearly introduce the topic, state an opinion, create an organizational structure grouping related ideas and listing reasons supported by fact & detail, use linking words & phrases to connect opinion & reasons, and write a concluding statement/section related to the opinion presented. (W1 a, b, c, d)

Grade 5

Write opinion pieces that clearly introduce the topic, state an opinion, create an organizational structure grouping related ideas that support the writer's purpose, list reasons supported by fact & detail, use linking words & phrases to connect opinion & reasons, and write a concluding statement/section related to the opinion presented. (W1 a, b, c, d)

Grade 6

Write arguments to support claims with clear reasons and relevant evidence that introduce claim(s); organize reasons and evidence clearly; support claim(s) with logical reasoning and relevant evidence, use accurate, credible sources and demonstrating an understanding of the

topic or text; use words, phrases, and clauses to clarify the relationships among claim(s) & reasons; establish and maintain a formal style; provide a concluding statement or section that follows from and supports the argument presented. (W1 a, b, c, d, e)

Grade 7

Write arguments to support claims with clear reasons and relevant evidence that introduce claim(s); acknowledge or oppose the claim(s); organize reasons and evidence logically; support claim(s) with logical reasoning and relevant evidence, use accurate, credible sources and demonstrating an understanding of the topic or text; use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; establishing and maintaining a formal style; provide a concluding statement or section that follows from and supports the argument presented. (W1 a, b, c, d, e)

Grade 8

Write arguments to support claims with clear reasons and relevant evidence that introduce claim(s); acknowledge and distinguish the claim(s) from alternate or opposing claims; organize reasons and evidence logically; support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; establish and maintain a formal style; provide a concluding statement or section that follows from and supports the argument presented. (W1 a, b, c, d, e)

Graduation Standard #3

Produces Clear and Coherent Informative and Narrative Writing

Informative/Explanatory

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

Grade K

Compose informative/explanatory texts using drawing, dictating and writing. (W2)

Grade 1

Write informative/explanatory texts that name a topic, supply some facts, and offer some sense of closure. (W2)

Grade 2

Write informative/explanatory texts that introduce a topic, use facts/definitions to develop points, and write a concluding statement/section. (W2)

Grade 3

Write informative/explanatory texts to examine a topic & convey ideas & information clearly that introduce a topic; use variety of transition words and phrases to connect ideas within categories of information; group related information, use facts/definitions/details, and provide a concluding statement/section. (W2 a, b, c, d)

Grade 4

Write informative/explanatory texts to examine a topic & convey ideas & information clearly that introduce a topic through grouping related information; use formatting, illustrations, & multimedia when useful; use facts/definitions/details/quotations to develop the topic; use variety of transition words & phrases to connect ideas within categories of information; use precise language & domain-specific vocabulary and provide a concluding statement/section related to the information. (W2 a, b, c, d, e)

Grade 5

Write informative/explanatory texts to examine a topic & convey ideas & information clearly that introduce a topic through grouping related information; use formatting, illustrations, & multimedia when useful; use facts/definitions/details/quotations to develop the topic; use variety of transition words, phrases & clauses to connect ideas within & across categories of information; use precise language & domain-specific vocabulary and provide a concluding statement/section related to the information. (W2 a, b, c, d, e)

Grade 6

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content that introduce a topic; organize ideas, concepts, and information, use strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension; developing the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; use appropriate transitions to clarify the relationships among ideas and concepts; use precise language and domain-specific vocabulary to inform about or explain the topic; establish and maintain a formal style; provide a concluding statement or section that follows from the information or explanation presented. (W2 a, b, c, d, e, f)

Grade 7

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content that introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, use strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension; develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; use precise language and domain-specific vocabulary to inform about or explain the topic; establish and maintain a formal style; provide a concluding statement or section that follows from and supports the information or explanation presented. (W2 a, b, c, d, e, f)

Grade 8

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content that introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories including formatting, graphics, and multimedia when useful to aiding comprehension; develop the topic with well chosen facts, definitions, concrete details, quotations, or other information and examples; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; use precise language and domain-specific vocabulary to inform about or explain the topic; establish and maintain a formal style; provide a concluding statement or section that follows from and supports the information or explanation presented. (W2 a, b, c, d, e, f)

Narrative

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade K

Compose narrative pieces about a single event or several loosely linked events, putting them in order of occurrence and providing a reaction. (W3)

Gr. 1

Write narrative pieces on a single topic that includes two or more appropriately sequenced events with details and temporal words and provide some sense of closure. (W3)

Gr. 2

Write narrative pieces comprised of a short sequence of events with details describing actions, thoughts, & feelings, use of temporal words and provide some sense of closure. (W3)

Gr. 3

Write narrative pieces to develop real or imaged experiences or events using descriptive details and clear sequence that introduce a narrator and/or characters; use dialog & descriptions of actions, thoughts, & feelings; temporal words; and provide a sense of closure. (W3 a, b, c, d)

Gr. 4

Write narrative pieces to develop real or imaged experiences or events using descriptive details and clear sequence that introduce a narrator and/or characters; use dialog & descriptions to develop experiences/events or show responses of characters to situations; use transitional words/phrases to reflect sequence; use precision in word choice to convey experiences/events; and provide a conclusion that follows from the narrated experiences/events.(W3 a, b, c, d, e)

Gr. 5

Write narrative pieces to develop real or imaged experiences or events using descriptive details and clear sequence that introduce a narrator and/or characters; use narrative techniques such as dialog, description, pacing to develop experience/events or show responses of characters; use transitional words/phrases/clauses to reflect sequence; use precision in word choice to convey experiences/events; and provide a conclusion that follows from the narrated experiences/events. (W3 a, b, c, d, e)

Grade 6

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences that engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically using narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; and provides a conclusion that follows from the narrated experiences or events. (W3 a, b, c, d, e)

Grade 7

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences that engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically using narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; and provide a conclusion that follows from the narrated experiences or events. (W3 a, b, c, d, e)

Grade 8

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences that engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically using narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show relationships among experiences and events; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; and provide a conclusion that follows from the narrated experiences or events. (W3 a, b, c, d, e)

Graduation Standard #4

Develops and Strengthens Writing

Writing Process

Develop and strengthen writing.

Grade K

1. Respond to questions and suggestions from peers and add details to strengthen writing, with guidance & support from adults. (W5)
2. Explore a variety of digital tools to produce and publish writing, including in collaboration with peers With guidance and support from adults. (W6)
3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L1)
 - a. Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - f. Produce and expand complete sentences in shared language activities.
4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L2)
 - a. Capitalize the first word in a sentence and the pronoun I.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Grade 1

1. Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing, with guidance and support from adults. (W5)
2. Use a variety of digital tools to produce and publish writing, including in collaboration with peers With guidance and support from adults. (W6)

3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L1)

- a. Use common, proper, and possessive nouns.
- b. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- c. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
- d. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- e. Use frequently occurring adjectives.
- f. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- g. Use determiners (e.g., articles, demonstratives)
- h. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L2)

- a. Print all upper- and lowercase letters.
- b. Capitalize dates and names of people.
- c. Use end punctuation for sentences.
- d. Use commas in dates and to separate single words in a series.
- e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Grade 2

1. Focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers. (W5)
2. Use a variety of digital tools to produce and publish writing, including in collaboration with peers With guidance and support from adults. (W6)
3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L1)

- a. Use collective nouns (e.g., *group*).
 - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - c. Use reflexive pronouns (e.g., *myself, ourselves*).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - f. Produce, expand, and rearrange complete simple and compound sentences
4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L2)
- a. Capitalize holidays, product names, and geographic names.
 - b. Use commas in greetings and closings of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Grade 3

1. Develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from adults and peers. (W5)
2. Use technology to produce & publish writing (using keyboarding skills) as well as to interact & collaborate with others. (W6)
3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L1)
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., *childhood*).
 - d. Form and use regular and irregular verbs.
 - e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.*
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.

- i. Produce simple, compound, and complex sentences.
4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L2)
- j. Capitalize appropriate words in titles.
 - k. Use commas in addresses.
 - l. Use commas and quotation marks in dialogue.
 - m. Form and use possessives.
 - n. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - o. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - p. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Grade 4

1. Develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from adults and peers. (W5)
2. Use technology, including internet, to produce & publish writing as well as to interact & collaborate with others; demonstrate sufficient command of keyboarding to type a minimum of 1 page in a single setting. with some guidance and support from adults. (W6)
3. Demonstrate command of conventions of standard English grammar & usage when writing or speaking. (L1)
 - a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - e. Form and use prepositional phrases.
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
 - g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L2)

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

Grade 5

1. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with guidance and support from adults and peers. (W5)

2. Use technology, including internet, to produce & publish writing as well as to interact & collaborate with others; demonstrate sufficient command of keyboarding to type a minimum of 2 pages in a single setting. with some guidance and support from adults. (W6)

3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L1)

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.*
- e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L2)

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

Grade 6

1. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with some guidance and support from peers and adults. (W5)
2. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W6)
3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L1)
 - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - b. Use intensive pronouns (e.g., *myself*, *ourselves*).
 - c. Recognize and correct inappropriate shifts in pronoun number and person.
 - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
 - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L2)
 - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - b. Spell correctly.

Grade 7

1. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed with some guidance and support from peers and adults. (W5)
2. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W6)
3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L1)
 - a. Explain the function of phrases and clauses in general and their function in specific sentences.
 - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- 4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L2)
 - a. Use a comma to separate coordinate adjectives.
 - b. Spell correctly.

Grade 8

- 1. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed with some guidance and support from peers and adults. (W5)
- 2. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W6)
- 3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L1)
 - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood.
- 4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L2)
 - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - b. Use an ellipsis to indicate an omission.
 - c. Spell correctly.

Graduation Standard #5

Conducts Research and Articulates Results

Writing Research

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grade K

1. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (W7)
2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W8)

Grade 1

1. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (W7)
2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W8)

Grade 2

1. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (W7)
2. Recall information from experiences or gather information from provided sources to answer a question. (W8)

Grade 3

1. Conduct short research projects that build knowledge about a topic. (W7)
2. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W8)

Grade 4

1. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (W7)
2. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W8)
3. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W9)

Grade 5

1. Conduct short research projects using several sources to build knowledge through investigation of different aspects of a topic. (W7)
2. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W8)
3. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W9)

Grade 6

1. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W7)
2. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W8)
3. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W9)
 - a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
 - b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Grade 7

1. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W7)
2. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W8)
3. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W9)
 - a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
 - b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

Grade 8

1. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W7)

2. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W8)

3. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W9)

a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Graduation Standard #6**Speaking and Listening****Graduation Standard #7****Employ and Develops Word Knowledge**

Indicator #1: Determine the meaning of words and phrases including figurative, connotative, and technical meanings.

Indicator #2: Analyze the impact of specific word choices on meaning and tone.

Indicator #3: Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Indicator #4: Acquire and use accurately a range of general academic and subject appropriate words and phrases sufficient for reading, writing, speaking, and listening.