

**Common Core State Standards (CCSS) For
English Language Arts (ELA)
2006 Mississippi Language Arts Framework (MLAF), Revised
Alignment Analysis**

**Mississippi Department of Education
Tested Grades**

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SOUTHEAST COMPREHENSIVE CENTER

Advancing Research, Improving Education



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Introduction

Whenever a possible connection could be made between the Mississippi Language Arts Framework and Common Core State Standards, an alignment match was made; however, pure alignment occurred in far fewer cases than with minute connections.

Cross-referencing with Mississippi social studies and science standards to explore for more alignment may produce more matches to the CCSS in those literacy areas.

Consideration should be given to the incorporation of literacy in all content areas as was done in the CCSS for history/social studies and science/technical subjects.

Consideration should also be given to the complete adoption of the CCSS, since they require deeper levels of application on all fronts than do the Mississippi standards.

References

Mississippi State Department of Education. (2006). *Mississippi language arts curriculum framework - revised*. Jackson, MS: Author. Retrieved from <http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/frameworks.html>

National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010, June 2). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. Washington, DC: Author. Retrieved from <http://www.corestandards.org/the-standards/english-language-arts-standards>

Grade 3

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<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)</p> <ol style="list-style-type: none"> 1) Answer and generate questions about purposes for reading. 2) Answer literal and inferential questions about main characters, setting, plot, and theme. 3) Answer literal and inferential questions about characters' actions, motives, traits, and emotions. 6) Identify cause and effect as stated in text. 	
<p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)</p> <ol style="list-style-type: none"> 4) Identify the stated main idea of a narrative text or the topic of an informational text. 8) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion. 11) Identify important themes from texts and examine from more than one point of view. <p>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)</p> <ol style="list-style-type: none"> 1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution. 	

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<p>3. Describe characters in a story (e.g., their traits, motivations; or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) 3) Answer literal and inferential questions about characters' actions, motives, traits, and emotions. 5) Arrange in sequential order a listing of events found in narrative and/or informational text.</p>	
<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>1g. The student will use context to determine the simple figurative meanings (e.g., simile, metaphor, and personification) of words. (DOK 2)</p>	
<p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) 4) Genres - Fiction, nonfiction, and poetry</p>	
<p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) 2) Answer literal and inferential questions about main characters, setting, plot, and theme. 3) Answer literal and inferential questions about characters' actions, motives, traits, and emotions. 11) Identify important themes from texts and examine from more than one point of view.</p>	
<p>Reading Standards for Literature K–5</p>		
<p>Integration of Knowledge and Ideas</p>		
<p>7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by</p>	<p>2a. The student will use text features, parts of a book, text structures, and genres to analyze text.</p>	

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the words in a story (e.g., create mood, emphasize aspects of a character or setting).	(DOK 2) 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, etc.	
8. (Not applicable to literature)		
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) 2) Answer literal and inferential questions about main characters, setting, plot, and theme. 3) Answer literal and inferential questions about characters' actions, motives, traits, 11) Identify important themes from texts and examine from more than one point of view.	
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.	
Reading Standards for Informational Text K–5		
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) 1) Ask and generate questions about purposes for reading. 2) Answer literal and inferential questions about main characters, setting, plot, and theme. 3) Answer literal and inferential questions about characters' actions, motives, traits, and	

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	emotions. 6) Identify cause and effect as stated in text.	
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) 4) Identify the stated main idea of a narrative text or the topic of an informational text. 2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2) 2) Write summaries that contain the main ideas of the reading selection and the most most significant details.	
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) 5) Arrange in sequential order a listing of events found in narrative and/or informational text. 9) Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text. 10) Use key words in text to justify prediction(s).	
Craft and Structure		

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<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>1d. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 2) 1) Generate words into categories. 2) Determine relationships among words organized in categories.</p> <p>1f. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</p> <p>1h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource). (Note: These reference materials are not available during the administration of state tests.) (DOK 1)</p>	
<p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, etc.</p>	
<p>6. Distinguish their own point of view from that of the author of a text.</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) 8) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.</p>	
<p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g.,</p>	<p>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)</p>	

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<p>where, when, why, and how key events occur).</p>	<p>1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, etc.</p> <p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)</p> <p>5) Arrange in sequential order a listing of events found in narrative and/or informational text.</p>	
<p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)</p> <p>3) Text structures - sequential order, description, simple cause and effect, simple procedure, etc.</p>	
<p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)</p> <p>8) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.</p> <p>11) Identify important themes from texts and examine from more than one point of view.</p> <p>2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text based evidence. (DOK 3)</p> <p>2) Make connections between self and characters, events, and information in text or among texts.</p>	
<p>Range of Reading and Level of Text Complexity</p>		

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10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently	Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.	
Reading Standards: Foundational Skills (K–5)		
Phonics and Word Recognition		
1. (Not applicable)		
2. (Not applicable)		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. 	<p>1a. The student will use word recognition skills for multi-syllabic words. (DOK 2)</p> <ul style="list-style-type: none"> 1) Continue to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words. 5) Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (A third grader should read between 100 and 115 words correctly per minute in connected text by the end of third grade.) <p>1b. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)</p> <p>1c. The student will manipulate and analyze root words and affixes (e.g., <i>un-</i>, <i>re-</i>, <i>mis-</i>, <i>pre-</i>, <i>in-</i>, <i>im-</i>, <i>ir-</i>, <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-y</i>, <i>-ly</i>, <i>-er</i>, <i>-est</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>, <i>-ness</i>, <i>-ish</i>) to analyze words. (DOK 2)</p>	
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension.	1a. The student will use word recognition skills for multi-syllabic words (DOK 2)	The MLAF does not explicitly express all of the fluency

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<ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>6) Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (A third grader should read between 100 and 115 words correctly per minute in connected text by the end of third grade.)</p>	<p>standards of the CCSS.</p>
<p>Reading Standards for Writing</p>		
<p>Text Type and Purposes</p>		
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)</p> <p>7) Identify simple fact and opinion</p> <p>3e. The student will compose a simple persuasive text. (DOK 3)</p>	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also another, and, more, but) to connect ideas 	<p>3d. The student will compose informational text and at least three supporting details. (DOK 3)</p> <ul style="list-style-type: none"> 1) Reports 2) Letters, thank-you notes, invitations 3) Functional texts (e.g., labels, directions, shopping lists). 	

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<p>within categories of information. d. Provide a concluding statement or section.</p>		
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.</p>	<p>3c. The student will compose narrative text with a clear beginning, middle, and end. (DOK 3)</p>	
Production and Distribution of Writing		
<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit. (Note: Editing will be tested under Competency 4.) (DOK 3) 1. <u>Planning</u> • Use a variety of graphic organizers (e.g., Venn diagrams, bubble maps, story maps, simple outlines, etc.) to generate and organize ideas. 2. <u>Drafting</u> • Transfer thoughts from graphic organizers and simple outlines into paragraphs. 3. <u>Revising</u> • Revise paragraphs for organization, to add</p>	

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	<p>details, and to clarify ideas.</p> <p>4. <u>Editing</u></p> <ul style="list-style-type: none"> • Edit paragraphs using a general rubric (e.g., grammar usage, punctuation, and sentence structure). • Edit for correct capitalization, punctuation, spelling, and word usage. 	
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 3 on pages 28 and 29.</p>	<p>3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit. (Note: Editing will be tested under Competency 4.) (DOK 3)</p> <p>3. <u>Revising</u></p> <ul style="list-style-type: none"> • Revise paragraphs for organization, to add details, and to clarify ideas. <p>4. <u>Editing</u></p> <ul style="list-style-type: none"> • Edit paragraphs using a general rubric (e.g., grammar usage, punctuation, and sentence structure). • Edit for correct capitalization, punctuation, spelling, and word usage. 	
<p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit. (Note: Editing will be tested under Competency 4.) (DOK 3)</p> <p>5. <u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> • Publish writing formally and informally using a variety of media. 	
Research to Build and Present Knowledge		
<p>7. Conduct short research projects that build knowledge about a topic.</p>	<p>3f. The student will generate questions and use multiple sources to locate answers. (DOK 3)</p>	

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8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3f. The student will generate questions and use multiple sources to locate answers. (DOK 3)	
9. (Begins in grade 4)		
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Competency 3: The student will express, communicate, or evaluate ideas effectively.	The CCSS explicitly addresses writing over an extended period of time, for a range of tasks, purposes, and audiences.
Speaking and Listening Standards K–5		
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) <ul style="list-style-type: none"> 1) Ask and generate questions about purposes for reading. 	This is not an exact match. There are no Speaking and Listening Standards in the MLAF.

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d. Explain their own ideas and understanding in light of the discussion.		
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) 4) Identify the stated main idea of a narrative text or the topic of an informational text.	This is a close match. The CCSS is explicitly addressing listening skills. There are no Speaking and Listening Standards in the MLAF.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
Presentation of Knowledge and Ideas		
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understanding pace.	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2) 1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution. 2) Write summaries that contain the main ideas of the reading selection and the most significant details. 2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3) 1) Interpret text through moving, drawing, speaking, acting, or singing.	This is a close match.

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<p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, etc.</p> <p>2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3) 3) Compose visual images based upon text.</p>	<p>The CCSS explicitly addresses fluent reading through audio recordings of stories/poems.</p>
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>Competency 4: The student will use Standard English to communicate.</p>	<p>This is a close match. The CCSS explicitly addresses speaking. There are no Speaking and Listening Standards in the MLAF.</p>
<p>Language Standards K–5</p>		
<p>Conventions of Standard English</p>		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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 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- 	<p>4. The student will use Standard English to communicate.</p> <ul style="list-style-type: none"> 1) Nouns (e.g., singular, plural (including irregular forms), common, proper, possessive) 2) Verbs, helping verbs and irregular verbs 3) Verb tense (conjugation and purpose for past, present, and future) 4) Subject-verb agreement 5) Articles and coordinating conjunctions 6) Adjectives (e.g., possessive, comparative, superlative) 8) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, and plural possessive 	

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<p>antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>pronouns)</p> <p>9) Pronoun-antecedent agreement (number and gender)</p> <p>10) Adverbs (avoiding double negatives)</p> <p>4c. The student will use correct and varied sentence structures. (DOK 2)</p> <p>2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences.</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning, dictionaries, as needed to check and correct spellings.</p>	<p>4b. The student will use Standard English mechanics to compose or edit. (DOK 1)</p> <p>3) Commas (e.g., dates, series, addresses, greetings, closings, quotations)</p> <p>4) Quotation marks (e.g., quotations, titles of poems)</p> <p>8) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I")</p> <p>9) Spell words commonly found in third grade level text.</p> <p>1a. The student will use word recognition skills for multi-syllabic words. (DOK 2)</p> <p>2) Continue to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.)</p> <p>3) Use inflectional endings (e.g., -s, -es, -ed, or -ing to produce or analyze new words.</p> <p>1c. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words. (DOK 2)</p>	<p>The CCSS uses reference materials to check for correct spellings, whereas the MLAF refers to reference materials to determine meaning or correct pronunciation.</p>

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	<p>1h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource). (Note: These reference materials are not available during the administration of state tests.) (DOK 1)</p>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>1d. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 2)</p> <ol style="list-style-type: none"> 1) Generate words into categories. 2) Determine relationships among words organized in categories. <p>1e. The student will identify and use synonyms, antonyms, and homonyms. (DOK 1)</p> <p>3b. The student will compose descriptive text using specific details and vivid language.</p> <p>4c. The student will use correct and varied sentence structures. (DOK 2)</p> <ol style="list-style-type: none"> 1) Analyze sentences to determine purpose (e.g., declarative, interrogative, exclamatory, imperative). 2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences, 3) Avoid sentence fragments and run-on sentences. 	<p>This is a close match, however, in addition to the MLAF, the CCSS explicitly addresses recognizing and observing the differences between spoken and written standard English.</p>

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Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>1a. The student will use word recognition skills for multi-syllabic words. (DOK 2) 4) Create and analyze complex compound words (e.g., sky + scraper = skyscraper)</p> <p>1c. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words. (DOK 2)</p> <p>1f. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</p> <p>1h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource). (Note: These reference materials are not available during the administration of state tests.) (DOK 1)</p>	<p>See also the MLAF for grade 4.</p> <p>1e. The student will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words. (DOK 2)</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>,</p>	<p>1a. The student will use word recognition skills for multi-syllabic words. (DOK 2) 3) Use inflectional endings (e.g., -s, -es, -ed, or -ing to produce or analyze new words.</p> <p>1d. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 2) 1) Generate words into categories. 2) Determine relationships among words organized in categories.</p>	<p>This is a close match. The CCSS explicitly addresses identifying real-life connections between words and their use.</p>

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<i>believed, suspected, heard, wondered).</i>		
<p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>1d. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 2) 1) Generate words into categories. 2) Determine relationships among words organized in categories</p>	<p>This is a close match. The CCSS includes using accurately domain-specific words.</p>

The following MS Language Arts Framework objectives are not referenced in the *Standards* for grade 3:

- 1a. The student will use word recognition skills for multi-syllabic words. **(DOK 2)**
 - 5) Create and use complex contractions (e.g., will + not = won't).

- 2a. The student will use text features, parts of a book, text structures, and genres to analyze text. **(DOK 2)**
 - 2) Parts of a book—title page, table of contents, glossary, index, etc.

- 4a. The student will use Standard English grammar to compose or edit. **(DOK 1)**
 - 7) Prepositions
 - 11) Interjections

- 4b. The student will use Standard English mechanics to compose or edit. **(DOK 1)**
 - 1) End punctuation (e.g., period, question mark, exclamation mark, comma)
 - 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
 - 5) Underlining/italics (titles of books and movies)
 - 6) Apostrophes (e.g., contractions; possessives)
 - 7) Colons (in notation of time)
 - 10) Write legibly

Grade 4

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Reading Standards for Literature K–5		
Key Ideas and Details		
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2b. The student will analyze texts in order to identify, infer, or synthesize information. (DOK 2) 1) Identify the stated main idea or supporting details in a paragraph. 3) Identify stated causes and effect relationships in paragraphs and short passages.	
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2b. The student will analyze texts in order to identify, infer, or synthesize information. (DOK 2) 1) Identify the stated main idea or supporting details in a paragraph. 2c. The student will recognize or generate a summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)	
3. Describe in depth a character, setting, or event in a story or drama; drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	2d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) 1) Story elements (e.g., setting, characters, character traits, events, resolution, point of view)	
4. Determine the meaning of words and phrases as they are used in a text, including those that	2d. The student will interpret increasingly complex literary text, literary nonfiction, and informational	

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allude to significant characters found in mythology (e.g., Herculean).	text to compare and contrast information, citing text-based evidence. (DOK 3) 1) Story elements (e.g., setting, characters, character traits, events, resolution, point of view)	
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2) 4) Genres - Fiction, nonfiction, and poetry 3c. The student will compose narrative text relating an event with a clear beginning, middle, and end. (DOK 3) 2. Narrative poems	
6. Compare and contrast the point of view from which different stories re narrated, including the difference between first- and third-person narrations.	2d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) 1) Story elements (e.g., setting, characters, character traits, events, resolution, point of view).	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	2d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) 1) Story elements (e.g., setting, characters, character traits, events, resolution, point of view).	This is a close match; however see MLAF, grade 9, 2e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. (DOK 3)
8. (Not applicable to literature)		
9. Compare and contrast the treatment of similar	2b. The student will analyze texts in order to	

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<p>themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>identify, infer, or synthesize information. (DOK 2)</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.</p> <p>2d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)</p> <p>1) Story elements (e.g., setting, characters, character traits, events, resolution, point of view)</p> <p>2) Author’s purpose (e.g., inform, entertain, persuade).</p>	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p>	
<p>Reading Standards for Informational Text K–5</p>		
<p>Key Ideas and Details</p>		
<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>2b. The student will analyze texts in order to identify, infer, or synthesize information. (DOK 2)</p> <p>1) Identify the stated main idea or supporting details in a paragraph.</p> <p>3) Identify stated causes and effect relationships in paragraphs and short passages.</p>	
<p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>2b. The student will analyze texts in order to identify, infer, or synthesize information. (DOK 2)</p>	

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	<p>2) Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.</p> <p>2c. The student will recognize or generate a summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)</p>	
<p>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>2b. The student will analyze texts in order to identify, infer, or synthesize information. (DOK 2)</p> <p>2) Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.</p>	
<p>4. Determine the meaning o general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>1c. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)</p> <p>1g. The student will use reference materials (e.g., dictionary, glossary, teacher or peer (as a resource), thesaurus, electronic dictionary) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown words. (Note: These reference materials are not available during the administration of state tests.) (DOK 1)</p>	
<p>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of</p>	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and</p>	

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<p>events, ideas, concepts, or information in a text or part of a text.</p>	<p>genres to understand, interpret, or analyze text. (DOK 2) 1) Text structures - sequential order, description, simple cause and effect, simple procedure, compare/contrast, etc.</p>	
<p>6. Compare and contrast a first hand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>2d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) 1) Story elements (e.g., setting, characters, character traits, events, resolution, point of view)</p>	<p>This is a close match.</p>
<p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2) 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, maps, icons, pull-down menus, key word searches, etc.</p>	
<p>8. Explain how an author uses reasons and evidence to support particular points in a text,</p>	<p>2b. The student will analyze texts in order to identify, infer, or synthesize information. (DOK 2) 1) Apply knowledge of transitions or cue words to identify and sequence major events in a narrative. 3) Identify stated causes and effect relationships in paragraphs and short passages. 4) Synthesize information stated in the text with prior knowledge and experience to draw a</p>	

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	conclusion.	
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	2b. The student will analyze texts in order to identify, infer, or synthesize information. (DOK 2) 4) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently with scaffolding as needed at the high end of the range.	Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.	
Reading Standards Foundational Skills K–5		
Phonics and Word Recognition		
1. (Not applicable)		
2. (Not applicable)		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combine knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	1. The student will use word recognition and vocabulary (word meaning) skills to communicate. a. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel–consonant + e, consonant + le) for decoding words. (DOK 1) b. The student will identify roots and affixes (e.g., non-, trans-, over-, anti-, -tion, -or, -ion, -ity, -ment, -ic) in words. (DOK 2)	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and	Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels	

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<p>understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>of length, difficulty, and complexity.</p>	
<p>Writing Standards K–5</p>		
<p>Text Types and Purposes</p>		
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>3e. The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3)</p> <p>1) Letters</p> <p>2) Speeches</p> <p>3) Advertisements</p>	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, compare and contrast, or simple procedure. (DOK 3)</p> <p>1) Reports</p> <p>2) Letters</p> <p>3) Functional texts</p> <p>4) Presentations</p>	

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<p>c. Link ideas with categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>5) Poems</p> <p>3b. The student will compose descriptive texts using specific details and vivid language. (DOK 3)</p> <p>2b. The student will analyze text in order to identify, understand, infer, or synthesize information. (DOK 2)</p> <p>2) Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.</p> <p>1c. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)</p>	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize and event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>3b. The student will compose descriptive texts using specific details and vivid language. (DOK 3)</p> <p>3c. The student will compose narrative text relating an event with a clear beginning, middle, and end. (DOK 3)</p> <p>1) Stories and retellings</p> <p>2) Narrative poems</p> <p>3) PowerPoint presentations</p> <p>2b. The student will analyze text in order to identify, understand, infer, or synthesize information. (DOK 2)</p> <p>1) Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.</p>	

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<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. (<i>Note: Editing will be tested under competency four.</i>) (DOK 3)</p> <p>1) <u>Planning</u></p> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). <p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> • Draft with increasing fluency <p>3) <u>Revising</u></p> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 	
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. (<i>Note: Editing will be tested under competency four.</i>) (DOK 3)</p> <p>2) <u>Planning</u></p> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). 	

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	<p>3) <u>Revising</u></p> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer’s checklist, or rubric. <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 	
<p>6. With some guidance and support adults, 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 one page in a single sitting.</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. <i>(Note: Editing will be tested under competency four.)</i> (DOK 3)</p> <p>4) <u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> • Share writing with others formally and informally using a variety of media. 	<p>This is a close match. The CCSS emphasizes using technology and demonstrating skills with keyboarding.</p>
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>3f. The student will compose text based on inquiry and research. (DOK 3)</p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet) and gather relevant information. 3) Identify and paraphrase important information sources. 4) Present the results. 	
<p>8. 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.</p>	<p>3f. The student will compose text based on inquiry and research. (DOK 3)</p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, 	

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	<p>Internet) and gather relevant information.</p> <p>3) Identify and paraphrase important information from sources.</p> <p>4) Present the results.</p>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth character, setting, or event, in a story or drama, drawing on specific details in the text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p>b. Apply</p>	<p>3c. The student will compose narrative text relating an event with a clear beginning, middle, and end. (DOK 3)</p> <p>1) Stories and retellings</p> <p>2) Narrative poems</p> <p>3) PowerPoint presentations</p> <p>3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, compare and contrast, or simple procedure. (DOK 3)</p> <p>1) Reports</p> <p>2) Letters</p> <p>3) Functional texts</p> <p>4) Presentations</p> <p>5) Poems</p> <p>2c. The student will recognize or generate a summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)</p> <p>2b. The student will analyze texts in order to identify, infer, or synthesize information. (DOK 2)</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.</p>	

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	2d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) 1) Story elements (e.g., setting, characters, character traits, events, resolution, point of view)	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Competency 3: The student will express, communicate, evaluate, or exchange ideas effectively.	
Speaking and Listening Standards K–5		
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	3f. The student will compose text based on inquiry and research. (DOK 3) 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet) and gather relevant information. 3) Identify and paraphrase important information from sources. 4) Present the results	This is close match. The CCSS explicitly addresses speaking and listening and group discussions. The MLAF does not have a speaking and listening strand.

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<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2c. The student will recognize or generate a summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)</p> <p>3f. The student will compose text based on inquiry and research. (DOK 3)</p> <p>4) Identify and paraphrase important information from sources.</p>	
<p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>		
<p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>2b. The student will analyze texts in order to identify, infer, or synthesize information. (DOK 2)</p> <p>1) Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.</p>	<p>This is close match. The CCSS explicitly addresses speaking clearly. The MLAF does not have a speaking and listening strand.</p>
<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2)</p> <p>1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, maps, icons, pull-down menus, key word searches, etc.</p> <p>3c. The student will compose narrative text relating and event with a clear beginning, middle, and end. (DOK 3)</p> <p>3) PowerPoint presentations</p>	

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	<p>3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, compare and contrast, or simple procedure. (DOK 3)</p> <p>4) Presentations</p>	
<p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p>	<p>Competency 4: The student will apply Standard English to communicate.</p>	
<p>Language Standards K–5</p>		
<p>Conventions of Standard English</p>		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and</p>	<p>4a. The student will apply Standard English grammar to compose or edit. (DOK 1)</p> <p>3) Verb tense (conjugation and purpose for past, present, future, present perfect)</p> <p>6) Adjectives (e.g. possessive, comparative, superlative)</p> <p>7) Prepositions</p> <p>8) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, plural possessive pronouns, object pronouns, reflexive pronouns, demonstrative pronouns)</p> <p>10) Adverbs</p> <p>4c. The student will apply knowledge of sentence structure in composing or editing. (DOK 2)</p> <p>3) Avoid sentence fragments and run-on</p>	

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<p>run-ons*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). *</p>	<p>Sentences, and comma splices.</p> <p>4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases, and appositive phrases.</p> <p>5) Compose sentences containing descriptive, adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.</p> <p>1d. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 3)</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>4b. The student will apply Standard English mechanics to compose or edit (DOK 1)</p> <p>1) End punctuation (e.g., period, question mark, exclamation point)</p> <p>2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)</p> <p>3) Commas (e.g., dates, series, addresses, greetings, and closings of friendly letters, quotations, introductory prepositional phrases, and nonessential appositive phrases)</p> <p>4) Apostrophes (e.g., possessives; contractions)</p> <p>5) Quotation marks (e.g., quotations; titles of poems, titles of songs, titles of short stories)</p> <p>6) Underlining/Italics (e.g., titles of books and movies)</p> <p>7) Colons (e.g., time, before lists introduced by independent clauses)</p> <p>8) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun</p>	

Common Core State Standards for ELA	2006 MS LA Framework, Revised	Comments
	<p>“I”, first word in greetings and closings of friendly letters, proper adjectives)</p> <p>9) Spell words commonly found in fourth grade level text.</p>	
<p>Knowledge of Language</p>		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>4b. The student will apply Standard English mechanics to compose or edit (DOK 1)</p> <ol style="list-style-type: none"> 1) End punctuation (e.g., period, question mark, exclamation point) 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) 3) Commas (e.g., dates, series, addresses, greetings, and closings of friendly letters, quotations, introductory prepositional phrases, and nonessential appositive phrases) 4) Apostrophes (e.g., possessives; contractions) 5) Quotation marks (e.g., quotations; titles of poems, titles of songs, titles of short stories) 6) Underlining/Italics (e.g., titles of books and movies) 7) Colons (e.g., time, before lists introduced by independent clauses) <p>1c. The student will develop and apply expansive knowledge of words and word meanings to communicate.</p> <p>Competency 4: The student will apply Standard English to communicate.</p>	<p>This is a close match. The CCSS standards require students to differentiate between situations that call for formal English and informal English.</p>

Common Core State Standards for ELA	2006 MS LA Framework, Revised	Comments
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<ul style="list-style-type: none"> 1b. The student will identify roots and affixes (e.g., non-, trans-, over-, anti-, -tion, -or, -ion, -ity, -ment, -ic) in words. (DOK 2) 1c. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1) 1e. The student will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words. (DOK 2) 1g. The student will use reference materials (e.g., dictionary, glossary, teacher or peer (as a resource), thesaurus, electronic dictionary) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown words. (Note: These reference materials are not available during the administration of state tests.) (DOK 1) 	<p>The CCSS explicitly addresses identifying Greek and Latin affixes and roots as clues to word meaning.</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<ul style="list-style-type: none"> 1c. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1) 1d. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2) 1e. The student will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words. (DOK 2) 1f. The student will use apply knowledge of simple figurative language (e.g., simile, metaphor, 	

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	personification, hyperbole) to determine the meaning of words and to communicate. (DOK 2)	
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	1c. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)	

The following MS Language Arts Framework objectives are not referenced in the *Standards* for grade 4:

- 2a. The student will apply knowledge of text features, parts of a book, text structures, and genres **to understand, interpret,** or analyze text. **(DOK 2)**
 - 2) Parts of a book—title page, table of contents, glossary, index, **appendix, footnotes,** etc.
- 2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. **(DOK 2)**
 - 5) Predict a **logical** outcome based upon information stated in a paragraph or short passage and confirm or revised based upon subsequent text.
- 2d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare **and contrast** information, citing text-based evidence. **(DOK 3)**
 - 2) **Literary devices (e.g., imagery, exaggeration, dialogue)**
 - 3) **Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)**
- 2e. The student will identify facts, opinions, or tools of persuasion in text. **(DOK 2)**
 - 1) Distinguish between fact and opinion.
 - 2) **Identify tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side’s point of view).**

- 4a. The student will apply Standard English grammar **to compose or edit. (DOK 1)**
- 1) Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, **appositives**)
 - 2) Verbs (e.g., helping verbs, irregular verbs, **linking verbs**)
 - 4) Subject-verb agreement
 - 5) Articles and coordinating conjunctions
 - 9) Pronoun-antecedent agreement (number and gender)
 - 11) Interjections
- 4b. The student will apply Standard English mechanics to **compose or edit. (DOK 1)**
- 11) Produce legible text
- 4c. The student will apply knowledge of sentence structure in **composing or editing. (DOK 2)**
- 1) Analyze the structure of sentences (e.g., simple sentences **including those with compound subjects and/or compound predicates**; compound sentences; and **complex sentences, including independent and dependent clauses**).
 - 2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences; and **complex sentences**.

Grade 5

Common Core State Standards for ELA	<i>2006 MS LA Framework, Revised</i>	Comments
Reading Standards for Literature K–5		
Key Ideas and Details		
<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <ul style="list-style-type: none"> 1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. 3) Identify and infer cause and effect in texts. 4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence. <p>2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)</p> <ul style="list-style-type: none"> 1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view). 	
<p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <ul style="list-style-type: none"> 1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. 	

	<p>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p> <p>2c. The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence (DOK 2)</p>	
<p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)</p> <p>1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)</p>	
<p>Craft and Structure</p>		
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>1e. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate. (DOK 2)</p> <p>2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence (DOK 3)</p> <p>2) Literary devices (e.g., imagery, exaggeration, dialogue)</p> <p>3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)</p>	

<p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2)</p> <ul style="list-style-type: none"> 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of Importance, problem/solution, et. 4) Genres - Fiction, nonfiction, poetry, biographies, and autobiographies 	
<p>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)</p> <ul style="list-style-type: none"> 1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view) 	
<p>Integration of Knowledge and Ideas</p>		
<p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>		
<p>8. (Not applicable to literature)</p>		
<p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)</p> <ul style="list-style-type: none"> 1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view) 	
<p>Range of Reading and Complexity of Text</p>		
<p>10. By the end of the year, read and comprehend</p>	<p>Competency 2: The student will apply strategies</p>	

<p>literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p>	
<p>Reading Standards for Informational Text K–5</p>		
<p>Key Ideas and Details</p>		
<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>2) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence.</p> <p>3) Identify and infer cause and effect in texts.</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p> <p>2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)</p> <p>2) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)</p>	
<p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence.</p> <p>4) Synthesize information stated in the text</p>	

	<p>with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p> <p>2c. The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. (DOK 2)</p>	
<p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p>	
Craft and Structure		
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<p>1b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)</p>	
<p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2)</p> <p>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of Importance, problem/solution, et.</p>	<p>The CCSS explicitly addresses comparing and contrasting the information in two or more texts.</p>
<p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to</p>	

	<p>draw valid conclusions with supporting evidence including text-based evidence.</p> <p>2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)</p>	
Integration of Knowledge and Ideas		
<p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>3f. The student will compose text of a variety of modes based on inquiry and research. (DOK 3)</p> <p>2. Locate sources (e.g., books, interviews, Internet) and gather relevant information.</p> <p>3. Identify and paraphrase important information from sources.</p>	
<p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p>	<p>This is a close match. However, the CCSS specifically examines how an author uses reasons and evidence to support particular points in a text.</p>
<p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p> <p>3f. The student will compose text of a variety of modes based on inquiry and research. (DOK 3)</p> <p>2. Locate sources (e.g., books, interviews, Internet) and gather relevant information.</p> <p>3. Identify and paraphrase important information</p>	

	from sources. 4. Present the results.	
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing of length, difficulty and complexity.	
Reading Standards for Foundational Skills K–5		
1. (Not applicable)		
2. (Not applicable)		
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, super-, semi-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (DOK 2)	
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		The MLAF does not address fluency.
Writing Standards K–5		

Text Type and Purpose		
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). d. Provide a concluding statement or section related to the opinion presented. 	<p>3e. The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3)</p> <ul style="list-style-type: none"> 1. Letters 2. Speeches 3. Advertisements <p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <ul style="list-style-type: none"> 2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events not in time order. <p>2e. The student will identify and interpret facts, opinions, or tools of persuasion in texts. (DOK 2)</p> <ul style="list-style-type: none"> 1) Distinguish between fact and opinion. 2) Identify and interpret tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon). 	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the 	<p>3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3)</p> <ul style="list-style-type: none"> 1) Reports 2) Letters 3) Functional texts 	

<p>topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>4) Presentations 5) Poems 6) Essays</p>	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>3c. The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details. (DOK 3)</p> <p>1) Stories or retellings 2) Narrative poems 3) PowerPoint presentations 4) Plays 5) Biographies or autobiographies 6) Video narratives</p> <p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events not in time order.</p> <p>3b. The student will compose descriptive texts using specific details and vivid language. (DOK 3)</p>	
<p>Production and Distribution of Writing</p>		
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, revising, editing, publishing) to express,</p>	

<p>expectations for writing types are defined in standards 1–3 above.)</p>	<p>communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. <i>(Note: Editing will be tested as a part of competency four.)</i> (DOK 3)</p> <ol style="list-style-type: none"> 1) <u>Planning</u> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). 2) <u>Drafting</u> <ul style="list-style-type: none"> • Draft with increasing fluency. 3) <u>Revising</u> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer’s checklist, or rubric. 4) <u>Editing</u> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 	
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. <i>(Note: Editing will be tested as a part of competency four.)</i> (DOK 3)</p> <ol style="list-style-type: none"> 1) <u>Planning</u> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). 2) <u>Drafting</u> <ul style="list-style-type: none"> • Draft with increasing fluency. 3) <u>Revising</u> 	

	<ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer’s checklist, or rubric. <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 	
<p>6. With some guidance and support from adults, 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 two pages in a single sitting.</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. <i>(Note: Editing will be tested as a part of competency four.) (DOK 3)</i></p> <p>5) <u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> • Share writing with others formally and informally using a variety of media. 	
<p>Research to Build and Present Knowledge</p>		
<p>8. 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.</p>	<p>3f. The student will compose text of a variety of modes based on inquiry and research. (DOK 3)</p> <ol style="list-style-type: none"> 1. Generate questions. 2. Locate sources (e.g., books, interviews, Internet) and gather relevant information. 3. Identify and paraphrase important information from sources. 4. Present the results. 	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a</p>	<p>3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution.</p>	

<p>drama, drawing on specific details in the text [e.g., how characters interact]).</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>(DOK 3)</p> <ol style="list-style-type: none"> 1) Reports 2) Letters 3) Functional texts 4) Presentations 5) Poems 6) Essays <p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <ol style="list-style-type: none"> 2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events not in time order. <p>2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)</p> <ol style="list-style-type: none"> 1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view) 4) Author’s purpose (e.g., inform, entertain, persuade) <p>3c. The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details. (DOK 3)</p> <ol style="list-style-type: none"> 1) Stories or retellings 2) Narrative poems 3) PowerPoint presentations 4) Plays 5) Biographies or autobiographies 6) Video narratives 	
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Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Competency 3: The student will express, communicate, evaluate, or exchange ideas effectively.	
Speaking and Listening Standards K–5		
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) 2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)	This is a close match. The MLAF does not have a speaking and listening strand.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2c. The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. (DOK 2)	This is a close match. The MLAF does not have a speaking and listening strand. The CCSS explicitly addresses listening.
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	2c. The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and	This is a close match. The MLAF does not have a speaking and listening strand. The CCSS is explicitly addressing listening

	difficulty, citing text-based evidence. (DOK 2)	and summarizing the points a speaker makes.
Presentation of Knowledge and Ideas		
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) 1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. 2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events not in time order.	This is a close match. The MLAF does not have a speaking and listening strand. The CCSS explicitly addresses speaking clearly at an understandable pace.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2) 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc. 3c. The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details. (DOK 3) 3) PowerPoint presentations 3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following texts containing chronological order; procedural; cause and effect; comparison and	

	contrast; order of importance; problem/solution. (DOK 3) 4) Presentations	
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Competency 4: The student will apply standard English to communicate.	This is a close match. The CCSS explicitly addresses adapting speech to context.
Language Standards K–5		
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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>I had walked; I have walked; I will have walked</i>) 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., <i>either/or, neither/nor</i>).	4a. The student will apply Standard English to compose or edit. (DOK 1) 3) Verb tense (conjugation and purpose for present, past, future; present perfect and past perfect) 5) Articles and coordinating/subordinating conjunctions.	The MLAF addresses articles, while the CCSS does not.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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 <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) 3) Commas (e.g., dates, series, addresses, greetings, and closings of friendly letters, quotations, introductory prepositional phrases, nonessential appositive phrases, and interrupters). 6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles).	

<p>d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>7) Underlining/Italics (titles of books and movies) 10) Spell words commonly found in fifth grade level text.</p>	
<p>Knowledge of Language</p>		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>4c. The student will apply knowledge of sentence structure in composing or editing. (DOK 2) 1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses). 2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses. 3a. The student will use and reflect on an appropriate composing process (e.g., planning, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. <i>(Note: Editing will be tested as a part of competency four.)</i> (DOK 3) 4) <u>Editing</u> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.</p>	<p>This is a close match. The MLAF does not have a speaking and listening strand. The CCSS explicitly requires students to compare and contrast the varieties of English (e.g., dialects, registers).</p>
<p>Vocabulary Acquisition and Use</p>		
<p>4. Determine or clarify the meaning of unknown</p>	<p>1a. The student will apply knowledge of roots and</p>	

<p>and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>affixes (e.g., non-, trans-, over-, anti-, super-, semi-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words, (DOK 2)</p> <p>1b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)</p> <p>1f. The student will select the appropriate reference materials (e.g., dictionary, glossary, teacher or peer (as a resources), thesaurus, electronic dictionary) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words. (Note: These reference materials are not available during the administration of state tests.) (DOK 1)</p>	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<p>1e. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate. (DOK 2)</p> <p>1d. The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words. (DOK 2)</p> <p>1c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)</p>	
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g.,</p>	<p>1b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)</p>	

<p><i>however, although, nevertheless, similarly, moreover, in addition).</i></p>	<p>1g. The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (DOK 2)</p>	
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The following MS Language Arts Framework objectives are not referenced in the *Standards* for grade 5:

- 2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. **(DOK 2)**
 - 2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.
- 2b. The student will analyze text to understand, infer, **draw conclusions**, or synthesize information. **(DOK 2)**
 - 5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.
- 4a. The student will apply Standard English grammar to compose or edit. **(DOK 1)**
 - 1) Nouns (e.g., singular; plural [including irregular forms]; common; proper; singular possessive; plural possessive; appositives; concrete; abstract; compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives)
 - 2) Verbs (e.g., helping verbs, irregular verbs, linking verbs)
 - 4) Subject-verb agreement
 - 6) Adjectives (e.g., descriptive, comparative, superlative; **predicate adjectives**)
 - 7) Prepositions
 - 8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, and **interrogative**)
 - 9) Pronoun-antecedent agreement (number and gender)
 - 10) Adverbs (e.g., comparative forms; avoiding double negatives)
 - 11) Interjections
- 4b. The student will apply Standard English mechanics to compose or edit. **(DOK 1)**
 - 1) End punctuation (e.g., period, question mark, exclamation point)
 - 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
 - 4) Apostrophes (possessives; contractions)
 - 5) Semicolons (compound sentences)
 - 8) Colons (e.g., time, before lists introduced by independent clauses, business letters)

- 9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I,” first word in greetings and closings of friendly letters, proper adjectives)
 - 11) Produce legible text.
- 4c. The student will apply knowledge of sentence structure in composing or editing. **(DOK 2)**
- 3) Avoid sentence fragments, run-on sentences, and comma splices.
 - 4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.
 - 5) Compose sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.

Grade 6

Common Core State Standards for ELA	<i>2006 MS LA Framework, Revised</i>	Comments
Reading Standards for Literature		
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.</p> <p>3) Infer cause and effect based on sequence of events and to predict outcomes.</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p>	
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p> <p>2c. The student will recognize or generate an</p>	

Common Core State Standards for ELA	2006 MS LA Framework, Revised	Comments
	<p>appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 2)</p>	
<p>3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</p> <p>1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)</p>	
<p>Craft and Structure</p>		
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</p> <p>2) Literary devices (e.g., imagery, exaggeration, dialogue)</p> <p>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. (DOK 2)</p> <p>1d. The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</p> <p>1e. The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to</p>	

Common Core State Standards for ELA	2006 MS LA Framework, Revised	Comments
<p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>communicate. (DOK 2)</p> <p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)</p> <p>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p> <p>2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</p> <p>1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)</p> <p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events in nonsequential order.</p>	
<p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</p> <p>1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)</p>	
Integration of Knowledge of Ideas		
<p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text,</p>		

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including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		
8. (Not applicable to literature)		
9. 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.	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)</p> <p>4) Genres - Fiction, nonfiction, poetry, biographies, autobiographies, and plays</p> <p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p>	
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.	
Reading Standards for Informational Text		
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>1) Identify and infer the main idea or topic in</p>	

Common Core State Standards for ELA	2006 MS LA Framework, Revised	Comments
	literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence. 3) Infer cause and effect based on sequence of events and to predict outcomes. 4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.	
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) 1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence. 4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence. 2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 2)	
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)	This is a close match. The CCSS analyzes in detail how story elements are introduced, illustrated, and elaborated.

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Craft and Structure		
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</p> <p>2) Literary devices (e.g., imagery, exaggeration, dialogue)</p> <p>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. (DOK 2)</p> <p>1d. The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</p> <p>1e. The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate. (DOK 2)</p>	
<p>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)</p> <p>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p>	
<p>6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational</p>	

Common Core State Standards for ELA	2006 MS LA Framework, Revised	Comments
	text citing text-based evidence. (DOK 3) 1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view) 4) Author’s purpose (e.g., inform, entertain, persuade)	
Integration of Knowledge and Ideas		
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) 4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.	This is a close match. The CCSS explicitly addresses the use of different media.
8. 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.	2e. The student will identify and analyze facts, opinions, or tools of persuasion in written and visual texts. (DOK 2) 1) Analyze use of and distinguish between fact and opinion. 2) Analyze use of tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references) 2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) 4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including	

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<p>9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>text-based evidence.</p> <p>2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</p>	<p>This is a close match. The CCSS compares and contrasts an author’s presentation of events with that of another.</p>
Range of Reading and Level of Text Complexity		
<p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p>	
Writing Standards		
Text Type and Purposes		
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 	<p>3e. The student will compose persuasive text clearly expressing a main idea with supporting details, utilizing effective word choice and organization for a specific purpose and audience. (DOK 3)</p> <ul style="list-style-type: none"> 1) Letters 2) Speeches 3) Advertisement 	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and 	<p>3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3)</p> <ul style="list-style-type: none"> 1) Reports 2) Letters 4) Presentations 	<p>The CCSS also addresses using precise language, domain-specific vocabulary, and maintaining a formal style.</p>

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<p>multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>6) Essays</p> <p>Competency 4: The student will apply Standard English to communicate.</p>	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrative experiences or events.</p>	<p>3c. The student will compose narrative text utilizing effective organization and vivid word choice containing multiple events with specific details. (DOK 3)</p> <ol style="list-style-type: none"> 1) Stories or retellings 2) Narrative poems 3) PowerPoint presentations 4) Plays 5) Biographies and autobiographies 6) Video narratives <p>3b. The student will compose descriptive texts using sensory details and vivid language. (DOK 3)</p> <p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <ol style="list-style-type: none"> 2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text 	<p>The CCSS addresses using a variety of transition words, phrases and clauses.</p>

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	containing flashbacks and events in nonsequential order	
Production and Distribution of Writing		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>1) <u>Planning</u></p> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). <p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> • Draft with increasing fluency. <p>3) <u>Revising</u></p> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer’s checklist, or rubric. <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 	
<p>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.</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p>	

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	<p>1) <u>Planning</u></p> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming drawing, graphic organizers, peer discussion, reading, viewing). <p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> • Draft with increasing fluency. <p>3) <u>Revising</u></p> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric. <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 	
<p>6. 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.</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>5) <u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> • Share writing with others formally and informally using a variety of media. 	<p>The CCSS also explicitly addresses proficiency in keyboarding skills.</p>
Research to Build and Present Knowledge		
<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>3f. The student will compose text of a variety of modes based on inquiry and research. (DOK 4)</p> <p>1) Generate questions.</p> <p>2) Locate sources (e.g., books, interviews, Internet, reference materials,</p>	

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	<p>online data bases) and gather relevant information from multiple sources.</p> <p>3) Identify and paraphrase important information from sources.</p>	
<p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>3f. The student will compose text of a variety of modes based on inquiry and research. (DOK 4)</p> <p>2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources.</p> <p>3) Identify and paraphrase important information from sources.</p> <p>4) Compare and contrast important findings and select sources to support central ideas, concepts, and themes.</p>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”.</p> <p>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”).</p>	<p>3c. The student will compose narrative text utilizing effective organization and vivid word choice containing multiple events with specific details. (DOK 3)</p> <p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</p> <p>3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following:</p>	

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	<p>texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3)</p> <p>2e. The student will identify and analyze facts, opinions, or tools of persuasion in written and visual texts. (DOK 2)</p> <p>3f. The student will compose text of a variety of modes based on inquiry and research. (DOK 4)</p> <p>2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources.</p> <p>3) Identify and paraphrase important information from sources.</p> <p>4) Compare and contrast important findings and select sources to support central ideas, concepts, and themes.</p>	
Range of Writing		
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p>	<p>This is a close match. The CCSS addresses students being engaged in writing over extended time frames.</p>
Speaking and Listening Standards		
Comprehension and Collaboration		

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<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. 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>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p>	<p>This is not an exact match. The CCSS specifically addresses speaking and listening skills. The MLAF does not include a speaking and listening strand.</p>
<p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>		
<p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p>	<p>This is not an exact match. The CCSS explicitly addresses listening skills.</p>

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Presentation of Knowledge and Ideas		
<p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3) 4) Presentations</p> <p>3c. The student will compose narrative text utilizing effective organization and vivid word choice containing multiple events with specific details. (DOK 3) 3) PowerPoint presentations</p> <p>3f. The student will compose text of a variety of modes based on inquiry and research. (DOK 4) 5) Present the results using a variety of communication techniques.</p>	<p>In addition to the MLAF, the CCSS is asking students to do an oral presentation along with use of appropriate speaking skills.</p>
<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>3f. The student will compose text of a variety of modes based on inquiry and research. (DOK 4) 2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources. 3) Identify and paraphrase important information from sources. 4) Compare and contrast important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques.</p>	
<p>6. Adapt speech to a variety of contexts and tasks,</p>	<p>1g. The student will analyze and evaluate</p>	

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demonstrating command of formal English when indicated or appropriate.	vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3) Competency 4: The student will apply Standard English to communicate.	
Language Standards		
Conventions of Standard English		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). 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.* 	<p>4a. The student will apply Standard English grammar to compose or edit. (DOK 1)</p> <ul style="list-style-type: none"> 1) Nouns (e.g., singular, plural [including irregular forms], common proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects) 2) Verbs (e.g., helping verbs; irregular; linking; transitive and intransitive verbs) 3) Verb tense [including purpose] (present, past, future; present perfect, past perfect, future perfect) 4) Subject-verb agreement in sentences containing indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb 5) Articles; subordinating/ coordinating conjunctions 6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives) 7) Prepositions 8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural 	<p>The MLAF gives more specific examples than the CCSS.</p> <p>The CCSS explicitly addresses speaking.</p>

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	<p>possessive, demonstrative, interrogative, indefinite, relative)</p> <p>9) Pronoun-antecedent agreement (number and gender)</p> <p>10) Adverbs (avoiding double negatives; comparative forms)</p> <p>11) Interjections</p> <p>GRADE 10: 4a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing. (DOK 2)</p> <p>3) Avoiding ambiguous pronoun reference.</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>	<p>4b. The student will apply Standard English mechanics to compose or edit. (DOK 1)</p> <p>1) End punctuation (e.g., period, question mark, exclamation point)</p> <p>2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)</p> <p>3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; appositives, nonessential appositive phrases; introductory clauses and nonessential clauses)</p> <p>4) Apostrophes (possessives; contractions)</p> <p>5) Semicolons (compound sentences);</p> <p>6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)</p> <p>7) Underlining/Italics (titles of books, movies, plays, and television shows)</p> <p>8) Colons (e.g., time, before lists introduced</p>	<p>The MLAF gives more specific examples than the CCSS.</p>

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	<p>by independent clauses and business letters)</p> <p>9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I,” first word in greetings and closings of friendly letters, proper adjectives)</p> <p>10) Spell words commonly found in sixth grade level text.</p>	
Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. <p>4c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)</p> <p>1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses).</p>	

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	<p>2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses.</p> <p>4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, and adverb clauses.</p> <p>5) Compose sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, and adverb clauses.</p>	
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both</p>	<p>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. (DOK 2)</p> <p>1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</p> <p>1d. The student will use context clues to determine the meanings of unfamiliar or multiple meaning</p>	

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<p>print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>words. (DOK 2)</p> <p>1f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine meaning. [Note: These reference materials are not available during the administration of state tests.]</p>	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>1e. The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate. (DOK 2)</p> <p>1c. The student will use grade-level appropriate synonyms, antonyms, and homonyms. (DOK 2)</p> <p>1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</p>	
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. (DOK 2)</p> <p>1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</p>	

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	1g. The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)	
Language Standards for Literacy in History/Social Studies		
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)</p> <p>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p> <p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p>	
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>1) Identify and infer the main idea or topic in literary text, literary nonfiction, and</p>	

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	<p>informational text of increasing length and difficulty citing text-based evidence.</p> <p>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 2)</p>	
<p>3. 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).</p>	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>3) Infer cause and effect based on sequence of events and to predict outcomes.</p>	
<p>Craft and Structure</p>		
<p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. (DOK 2)</p> <p>1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</p> <p>1d. The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</p> <p>1f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine meaning. [Note: These reference materials are not available during the</p>	

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	administration of state tests.]	
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2) 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.	
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 4) Author’s purpose (e.g., inform, entertain, persuade)	
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2) 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull-down menus, key word searches, etc.	
8. Distinguish among fact, opinion, and reasoned judgment in a text.	2e. The student will identify and analyze facts, opinions, or tools of persuasion in written and visual texts. (DOK 2) 1) Analyze use of and distinguish between fact and opinion. 2) Analyze use of tools of persuasion (e.g.	

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	name calling, endorsement, repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references).	
9. Analyze the relationship between a primary and secondary source on the same topic.	2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) 4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.	
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.	
Language Arts Standards for Literacy in Science and Technical Subjects		
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2) 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull-down menus, key word	

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	<p>searches, etc.</p> <p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <ul style="list-style-type: none"> 2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc. 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc. <p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <ul style="list-style-type: none"> 1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence. 4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence. 	
<p>2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <ul style="list-style-type: none"> 1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence. <p>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary</p>	

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	nonfiction, and informational text citing text-based evidence. (DOK 2)	
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.		
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	<p>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. (DOK 2)</p> <p>1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</p> <p>1d. The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</p>	
5. 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.	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)</p> <p>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p> <p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p>	

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<p>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<p>2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 4) Author’s purpose (e.g., inform, entertain, persuade)</p>	
Integration of Knowledge and Ideas		
<p>7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2) 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull-down menus, key word searches, etc. 2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information 3f. The student will compose text of a variety of modes-based inquiry and research. (DOK 4) 5) Present the results using a variety of communication techniques.</p>	
<p>8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p>2e. The student will identify and analyze facts, opinions, or tools of persuasion in written and visual texts. (DOK 2) 1) Analyze use of and distinguish between fact and opinion. 2) Analyze use of tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking,</p>	

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	shock tactics and fear, intertextual references.	
<p>9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)</p> <p>1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull-down menus, key word searches, etc.</p> <p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p>	
Range of Reading and Level of Text Complexity		
<p>10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p>	
Writing in the Content Areas		
Text Type and Purposes		
<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and</p>	<p>3e. The student will compose persuasive text clearly expressing a main idea with supporting details, utilizing effective word choice and organization for a specific purpose and audience. (DOK 3)</p>	

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<p>organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>		
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section</p>	<p>3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3)</p> <p>1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</p> <p>3f. The student will compose texts of a variety of modes based on inquiry and research. (DOK 4)</p> <p>Competency 4: The student will apply Standard English to communicate.</p>	

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that follows from and supports the information or explanation presented.		
3. (See note; not applicable as a separate requirement)		
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <ol style="list-style-type: none"> 1) <u>Planning</u> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). 2) <u>Drafting</u> <ul style="list-style-type: none"> • Draft with increasing fluency. 3) <u>Revising</u> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer’s checklist, or rubric. 4) <u>Editing</u> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. <p>3f. The student will compose texts of a variety of modes based on inquiry and research. (DOK 4)</p>	
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying	3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to	

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<p>a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <ol style="list-style-type: none"> 1) <u>Planning</u> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). 2) <u>Drafting</u> <ul style="list-style-type: none"> • Draft with increasing fluency. 3) <u>Revising</u> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric. 4) <u>Editing</u> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 	
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <ol style="list-style-type: none"> 5) <u>Publishing/Sharing</u> <ul style="list-style-type: none"> • Share writing with others formally and informally using a variety <p>3f. The student will compose text of a variety of modes based on inquiry and research. (DOK 4)</p> <ol style="list-style-type: none"> 1) Generate questions. 	

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	<ul style="list-style-type: none"> 2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources. 3) Identify and paraphrase important information from sources. 4) Compare and contrast important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 	
Research to Build and Present Knowledge		
<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>3f. The student will compose text of a variety of modes based on inquiry and research. (DOK 4)</p> <ul style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources. 3) Identify and paraphrase important information from sources. 4) Compare and contrast important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 	
<p>8. Gather relevant information from multiple print and digital sources, using search terms</p>	<p>3f. The student will compose text of a variety of modes based on inquiry and research. (DOK 4)</p>	

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<p>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.</p>	<ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, online data bases) and gather relevant information from multiple sources. 3) Identify and paraphrase important information from sources. 4) Compare and contrast important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 	
<p>9. Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</p> <p>3f. The student will compose text of a variety of modes based on inquiry and research. (DOK 4)</p> <ol style="list-style-type: none"> 2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources. 3) Identify and paraphrase important information from sources. 4) Compare and contrast important 	

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	findings and select sources to support central ideas, concepts, and themes.	
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Competency 3: The student will express, communicate, evaluate, or exchange ideas effectively.	This is a close match. The CCSS addresses students being engaged in writing over extended time frames.

The following MS Language Arts Framework objectives are not referenced in the *Standards* for grade 6:

- 2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. **(DOK 2)**
 - 5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.
- 2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. **(DOK 3)**
 - 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)
- 3f. The student will compose text of a variety of modes based on inquiry and research. **(DOK 4)**
 - 6) Reflect on and evaluate the process.
- 4b. The student will apply Standard English mechanics to compose or edit. **(DOK 1)**
 - 11) Produce legible text.
- 4c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. **(DOK 2)**
 - 3) Avoid sentence fragments, run-on sentences, and comma splices.

The following Common Core State Standards are not referenced in the MS Language Arts Framework objectives for grade 6:

**Reading Standards for Literature
Integration of Knowledge of Ideas**

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

**Speaking and Listening Standards K–5
Comprehension and Collaboration**

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**Language Arts Standards for Literacy in Science and Technical Subjects
Key Ideas and Details**

3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Grade 7

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Reading Standards for Literature		
Key Ideas and Details		
<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3)</p> <ol style="list-style-type: none"> 1) Infer the implied main idea from one or more related texts. 2) Justify inferences about main idea by providing supporting details. 4) Infer how the sequence of events may have contributed to cause and effect relationships in a text. 5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects. 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence. 	
<p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.</p>	<p>2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3)</p> <ol style="list-style-type: none"> 1) Infer the implied main idea from one or more related texts. 2) Justify inferences about main idea by providing supporting details. 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with 	

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	<p>supporting evidence including text based-evidence.</p> <p>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 2)</p>	
<p>3. Analyze how particular elements or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</p> <p>1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view)</p>	
<p>Craft and Structure</p>		
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliterations) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, com- ex-, mid-, under-, sub-, en-, em-, fore-, de-, -tion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty) to determine and infer the meaning of unfamiliar words. (DOK 2)</p> <p>1d. The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</p> <p>1e. The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate. (DOK 2)</p> <p>2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational</p>	

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	text citing text-based evidence. (DOK 3) 2) Literary devices (e.g., imagery, exaggeration, dialogue, irony (situational and verbal) 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)	
5. Analyze how a drama’s or poems’ form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2) 4) Genres - Fiction, nonfiction, poetry, biographies, autobiographies, and plays	
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view)	
Integration of Knowledge of Ideas		
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).		
8. (Not applicable to literature)		
9. Compare and contrast texts of 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.	2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view)	
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend	Competency 2 The student will apply strategies	

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literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.	
Reading Standards for Informational Text		
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3) <ol style="list-style-type: none"> 1) Infer the implied main idea from one or more related texts. 2) Justify inferences about main idea by providing supporting details. 4) Infer how the sequence of events may have contributed to cause and effect relationships in a text. 5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects. 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence. 	
2. Determine two or more central ideas in a text and analyze the development over the course of the text; provide an objective summary of the text.	2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3) <ol style="list-style-type: none"> 1) Infer the implied main idea from one or more related texts. 2) Justify inferences about main idea by providing supporting details. 6) Synthesize information stated in one or more texts with prior knowledge and 	

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	<p>experience to draw valid conclusions with supporting evidence including text-based evidence.</p> <p>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 2)</p>	
<p>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3)</p> <ul style="list-style-type: none"> 2) Justify inferences about main idea by providing supporting details. 3) Evaluate author’s use of sequence for its effect on the text. 4) Infer how the sequence of events may have contributed to cause and effect relationships in a text. 5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects. 	
<p>Craft and Structure</p>		

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<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.</p>	<p>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, com- ex-, mid-, under-, sub-, en-, em-, fore-, de-, -tion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty) to determine and infer the meaning of unfamiliar words. (DOK 2)</p> <p>1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</p> <p>1d. The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</p> <p>1e. The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate. (DOK 2)</p> <p>1g. The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)</p> <p>2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</p> <p style="padding-left: 40px;">2) Literary devices (e.g., imagery, exaggeration, dialogue, irony (situational and verbal))</p> <p style="padding-left: 40px;">3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)</p>	

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5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and the development of the ideas.	2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2) 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.	
6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view) 4) Author’s purpose (e.g., inform, entertain, persuade)	
Integration of Knowledge and Ideas		
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)	The CCSS explicitly addresses the comparison of text to multimedia versions to analyze their delivery of speech.
8. 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.	2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3) 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence. 2e. Evaluate the author’s use of facts, opinions, or	

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	<p>tools of persuasion in written and visual texts, to determine author’s purpose and consider the effect of persuasive text on the intended audience. (DOK 3)</p> <ol style="list-style-type: none"> 1) Evaluate the use of and distinguish between fact and opinion. 2) Evaluate the author’s use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words. 	
<p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3)</p> <ol style="list-style-type: none"> 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence. 	
Range of Reading and Level of Text Complexity		
<p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Competency 2 The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p>	
Writing Standards		
Text Type and Purposes		
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or 	<p>3e. The student will compose persuasive text with a clear problem and solution, utilizing effective organization, transitions, vivid word choices,</p>	

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<p>opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>and specific supporting details. (DOK 3)</p> <ol style="list-style-type: none"> 1) Letters 2) Speeches 3) Advertisements <p>Competency 4: The student will apply Standard English to communicate.</p> <p>3b. The student will incorporate descriptive details into texts including but not limited to narrative, expository, or persuasive text. (DOK 3)</p>	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. 	<p>3d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)</p> <ol style="list-style-type: none"> 1) Reports 2) Letters (friendly and business) 4) Presentations 5) Poems 6) Essays <p>3b. The student will incorporate descriptive details into texts including but not limited to narrative, expository, or persuasive text. (DOK 3)</p>	

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<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>3c. The student will compose narrative text utilizing effective organization, transitions, vivid word choices, and specific supporting details, and containing multiple events. (DOK 3)</p> <ol style="list-style-type: none"> 1) Stories or retellings 2) Narrative poems 3) PowerPoint presentations 4) Plays 5) Biographies and autobiographies 6) Video narratives <p>3b. The student will incorporate descriptive details into texts including but not limited to narrative, expository, or persuasive text. (DOK 3)</p>	
<p>Production and Distribution of Writing</p>		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <ol style="list-style-type: none"> 1) <u>Planning</u> <ul style="list-style-type: none"> • Plan for composing using a variety 	

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	<p>of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).</p> <p>3) <u>Revising</u></p> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer’s checklist, or rubric. <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 	
<p>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 (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52).</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>1) <u>Planning</u></p> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). <p>3) <u>Revising</u></p> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer’s checklist, or rubric. <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure 	

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	<p>standard usage, mechanics, spelling, and varied sentence structure.</p>	
<p>6. 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.</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>5) Publishing</p> <ul style="list-style-type: none"> • Share writing with others formally and informally using a variety of media. 	
<p>Research to Build and Present Knowledge</p>		
<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>3f. The student will compose texts of a variety of modes based on inquiry and research. (DOK 4)</p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interview, Internet, reference materials, online databases) and gather relevant information from relevant sources. 3) Take notes on important information from sources. 	
<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>3f. The student will compose texts of a variety of modes based on inquiry and research. (DOK 4)</p> <ol style="list-style-type: none"> 2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 	

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	<p>4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes.</p> <p>5) Present the results using a variety of communication techniques.</p>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast texts 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”).</p> <p>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”).</p>	<p>3c. The student will compose narrative text utilizing effective organization, transitions, vivid word choices, and specific supporting details, and containing multiple events. (DOK 3)</p> <p>2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3)</p> <p>2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</p> <p>3d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)</p> <p>3f. The student will compose texts of a variety of modes based on inquiry and research. (DOK 4)</p> <p>2) Locate sources (e.g., books,</p>	

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	<p>interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources.</p> <p>3) Take notes on important information from sources.</p> <p>4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes.</p>	
Range of Writing		
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Competency 3: The student will express, communicate, evaluate, or exchange ideas effectively.</p> <p>a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p>	<p>The CCSS explicitly addresses students' engagement in writing over extended time frames.</p>
Speaking and Listening Standards		
Comprehension and Collaboration		

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<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3)</p> <p>3f. The student will compose texts of a variety of modes based on inquiry and research. (DOK 4)</p> <p>1) Generate questions.</p>	<p>This is not an exact match, but connections can be made to analyzing and composing texts.</p> <p>The MLAF does not include a speaking and listening strand.</p>
<p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>3f. The student will compose texts of a variety of modes based on inquiry and research. (DOK 4)</p> <p>4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes.</p> <p>5) Present the results using a variety of communication techniques.</p>	
<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>2e. Evaluate the author's use of facts, opinions, or tools of persuasion in written and visual texts, to determine author's purpose and consider the effect of persuasive text on the intended</p>	

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	audience. (DOK 3) 1) Evaluate the use of and distinguish between fact and opinion 2) Evaluate the author’s use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words.	
Presentation of Knowledge and Ideas		
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	3d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3) 4) Presentations 3c. The student will compose narrative text utilizing effective organization, transitions, vivid word choices, and specific supporting details, and containing multiple events. (DOK 3) 3) PowerPoint presentations 3f. The student will compose texts of a variety of modes based on inquiry and research. (DOK 4) 5) Present the results using a variety of communication techniques.	In addition to the MLAF standard, the CCSS is asking students to do an oral presentation along with use of appropriate speaking skills.

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5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	3f. The student will compose texts of a variety of modes based on inquiry and research. (DOK 4) 5) Present the results using a variety of communication techniques.	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations).	Competency 4: The student will apply Standard English to communicate. 1g. The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)	
Language Standards		
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the functions of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	4b. The student will apply Standard English mechanics to compose or edit. (DOK 1)	The MLAF gives more specific examples.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt. b. Spell correctly.	4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) 1) End punctuation (e.g., period, question mark, exclamation mark) 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) 3) Commas (e.g., dates; series; addresses;	The MLAF gives more specific examples.

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	<p>greetings and closings of letters; quotations; introductory prepositional phrases; appositives; interrupters including parenthetical expressions; nonessential appositive phrases; introductory clauses; and nonessential clause)</p> <p>4) Apostrophes (possessives; contractions)</p> <p>5) Semicolons (compound sentences; with conjunctive adverbs)</p> <p>6) Quotation marks (e.g., quotations, titles of poems, titles of short stories, titles of chapters, titles of magazine articles)</p> <p>7) Underlining/Italics (titles of books, movies, plays, and television shows)</p> <p>8) Colons (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I”, first word in salutations and closings of friendly letters and business letters, proper adjectives)</p> <p>9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I”, first word in salutations and closings of friendly letters and business letters, proper adjectives)</p> <p>10) Spell words commonly found in seventh grade level text</p>	
Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing</p>	

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	<p>complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 4) <u>Editing</u></p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. <p>4c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)</p> <ul style="list-style-type: none"> 2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences; including independent and dependent clauses; and compound-complex sentences 	
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the 	<p>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, com- ex-, mid-, under-, sub-, en-, em-, fore-, de-, -tion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty) to determine and infer the meaning of unfamiliar words. (DOK 2)</p> <p>1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</p> <p>1d. The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</p>	

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<p>pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>1f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing), and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</p>	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym, antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, com- ex-, mid-, under-, sub-, en-, em-, fore-, de-, -tion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty) to determine and infer the meaning of unfamiliar words. (DOK 2)</p> <p>1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</p> <p>1c. The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)</p> <p>1d. The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</p> <p>1e. The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate. (DOK 2)</p> <p>1f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or</p>	

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	<p>peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing), and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</p>	
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, com- ex-, mid-, under-, sub-, en-, em-, fore-, de-, -tion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty) to determine and infer the meaning of unfamiliar words. (DOK 2)</p> <p>1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</p> <p>1c. The student will use grade-level appropriate synonyms, antonyms, and homonyms. (DOK 2)</p> <p>1d. The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</p> <p>1e. The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate. (DOK 2)</p> <p>1f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic</p>	

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	dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing), and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)	
Language Standards for Literacy in History/Social Studies		
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2) <ol style="list-style-type: none"> 1) Text features - titles, headings, captions, illustrations graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull-down menus, captions, illustrations, graphs, diagrams, key word searches, etc, 2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc. 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc. 2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3)	

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	<ul style="list-style-type: none"> 1) Infer the implied main idea from one or more related texts. 2) Justify inferences about main idea by providing supporting details. 4) Infer how the sequence of events may have contributed to cause and effect relationships in a text. 5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects. 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence. 	
<p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3)</p> <ul style="list-style-type: none"> 1) Infer the implied main idea from one or more related texts. 2) Justify inferences about main idea by providing supporting details. 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence. <p>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 2)</p>	
<p>3. Identify key steps in a text's description of a process related to history/social studies (e.g.,</p>	<p>2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate</p>	

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<p>how a bill becomes law, how interest rates are raised or lowered).</p>	<p>information. (DOK 3) 3) Evaluate author’s use of sequence for its effects on the text. 4) Infer how the sequence of events may have contributed to cause and effect relationships in a text.</p>	
<p>Craft and Structure</p>		
<p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, com- ex-, mid-, under-, sub-, en-, em-, fore-, de-, -tion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty) to determine and infer the meaning of unfamiliar words. (DOK 2)</p> <p>1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</p> <p>1d. The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</p> <p>1f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing), and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</p>	
<p>5. Describe how a text presents information (e.g.,</p>	<p>2a. The student will apply knowledge of text</p>	

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sequentially, comparatively, causally).	features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2) 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.	
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 4) Author’s purpose (e.g., inform, entertain, persuade)	
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2) 1) Text features - titles, headings, captions, illustrations graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull-down menus, captions, illustrations, graphs, diagrams, key word searches, etc.,	
8. Distinguish among fact, opinion, and reasoned judgment in a text.	2e. Evaluate the author’s use of facts, opinions, or tools of persuasion in written and visual texts, to determine author’s purpose and consider the effect of persuasive text on the intended audience. (DOK 3) 1) Evaluate the use of and distinguish between fact and opinion 2) Evaluate the author’s use of tools of persuasion (e.g., name calling,	

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	<p>endorsement, repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words.</p>	
<p>9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3) 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p>	
<p>Range of Reading and Level of Text Complexity</p>		
<p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p>	
<p>Language Arts Standards for Literacy in Science and Technical Subjects</p>		
<p>Key Ideas and Details</p>		
<p>1. Cite specific textual evidence to support analysis of science and technical texts.</p>	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2) 1) Text features - titles, headings, captions, illustrations graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull-down menus,</p>	

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	<p>captions, illustrations, graphs, diagrams, key word searches, etc,</p> <p>2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.</p> <p>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p> <p>2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3)</p> <p>1) Infer the implied main idea from one or more related texts.</p> <p>2) Justify inferences about main idea by providing supporting details.</p> <p>4) Infer how the sequence of events may have contributed to cause and effect relationships in a text.</p> <p>5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects.</p> <p>6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p>	
<p>2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	<p>2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3)</p> <p>1) Infer the implied main idea from one or</p>	

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	<p>more related texts.</p> <p>2) Justify inferences about main idea by providing supporting details.</p> <p>6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p> <p>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence.</p>	
<p>3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>		
<p>Craft and Structure</p>		
<p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p>	<p>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, com- ex-, mid-, under-, sub-, en-, em-, fore-, de-, -tion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty) to determine and infer the meaning of unfamiliar words. (DOK 2)</p> <p>1b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)</p> <p>1d. The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</p> <p>1f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or</p>	

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	<p>peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing), and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</p>	
<p>5. 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.</p>	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2) 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p>	
<p>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<p>2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 4) Author’s purpose (e.g., inform, entertain, persuade)</p>	
Integration of Knowledge and Ideas		
<p>7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2) 1) Text features – titles, headings, captions, illustrations graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull-down menus, captions, illustrations, graphs, diagrams, key word searches, etc, 3f. The student will compose texts of a variety of modes based on inquiry and research. (DOK 4)</p>	

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<p>8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p>5) Present the results using a variety of communication techniques</p> <p>2e. Evaluate the author’s use of facts, opinions, or tools of persuasion in written and visual texts, to determine author’s purpose and consider the effect of persuasive text on the intended audience. (DOK 3)</p> <ol style="list-style-type: none"> 1) Evaluate the use of and distinguish between fact and opinion 2) Evaluate the author’s use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words. 	
<p>9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)</p> <ol style="list-style-type: none"> 1) Text features - titles, headings, captions, illustrations graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull-down menus, captions, illustrations, graphs, diagrams, key word searches, etc, 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of 	

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	<p>importance, problem/solution, etc.</p> <p>2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3)</p> <p>6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p>	
Range of Reading and Level of Text Complexity		
<p>10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p>	
Writing in the Content Areas		
Text Type and Purposes		
<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. 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. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p>	<p>3e. The student will compose persuasive text with a clear problem and solution, utilizing effective organization, transitions, vivid word choices, and specific supporting details. (DOK 3)</p> <p>1) Letters</p> <p>2) Speeches</p> <p>3) Advertisements</p> <p>Competency 4: The student will apply Standard English to communicate.</p> <p>3b. The student will incorporate descriptive details into texts including but not limited to narrative, expository, or persuasive text. (DOK 3)</p>	

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<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>		
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>3d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)</p> <ol style="list-style-type: none"> 1) Reports 2) Letters (friendly and business) 4) Presentations 5) Poems 6) Essays <p>3b. The student will incorporate descriptive details into texts including but not limited to narrative, expository, or persuasive text. (DOK 3)</p>	
<p>3. (See note; not applicable as a separate requirement)</p>		
<p>Production and Distribution of Writing</p>		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing</p>	

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	<p>complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>1) <u>Planning</u></p> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). <p>3) <u>Revising</u></p> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer’s checklist, or rubric. <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 	
<p>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.</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>1) <u>Planning</u></p> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). <p>3) <u>Revising</u></p> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on 	

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	<p>teacher/peer feedback, writer's checklist, or rubric.</p> <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 	
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>5) <u>Publishing</u></p> <ul style="list-style-type: none"> • Share writing with others formally and informally using a variety of media. 	
Research to Build and Present Knowledge		
<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>3f. The student will compose texts of a variety of modes based on inquiry and research. (DOK 4)</p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety 	

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	of communication techniques.	
<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>3f. The student will compose texts of a variety of modes based on inquiry and research. (DOK 4)</p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 	
<p>9. Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>3f. The student will compose texts of a variety of modes based on inquiry and research. (DOK 4)</p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 	

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Range of Writing		
<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Competency 3: The student will express, communicate, evaluate, or exchange ideas effectively.</p> <p>a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p>	<p>The CCSS explicitly addresses students' engagement in writing over extended time frames.</p>

The following MS Language Arts objectives are not referenced in the *Standards* for grade 7:

- 2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. **(DOK 3)**
 - 7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

- 3f. The student will compose text of a variety of modes based on inquiry and research. **(DOK 4)**
 - 6) Reflect on and evaluate the process.

- 4b. The student will apply Standard English mechanics to compose or edit. **(DOK 1)**
 - 11) Produce legible text.

- 4c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. **(DOK 2)**
 - 1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and compound-complex sentences.

- 3) Avoid sentence fragments, run-on sentences, and comma splices.
- 4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses and noun clauses.
- 5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses.

The following Common Core State Standards are not referenced in the MS Language Arts Framework objectives for grade 7:

**Reading Standards for Literature
Integration of Knowledge of Ideas**

7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

**Language Arts Standards for Literacy in Science and Technical Subjects
Key Ideas and Details**

3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Grade 8

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Reading: Literature		
Key Ideas and Details		
<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <p style="padding-left: 20px;">a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2)</p> <p style="padding-left: 20px;">3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p>	
<p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <p style="padding-left: 20px;">b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3)</p> <p style="padding-left: 20px;">1) Infer the implied main idea from one or more related texts.</p> <p style="padding-left: 20px;">2) Justify inferences about main idea by providing supporting details.</p> <p>2d1. Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view)</p>	

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	<p>3d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)</p>	
<p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>2d. The student will respond to, interpret, compare, contrast, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</p> <p>1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view)</p>	
Craft and Structure		
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</p> <p>d. The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text. (DOK 2)</p>	
<p>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <p>a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts.</p>	

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	<p>(DOK 2) 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/ contrast, order of importance, problem/solution, etc.</p>	
<p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>2d. The student will respond to, interpret, compare, contrast, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view)</p>	<p>No explicit reference to analysis of different points of view (character, reader, audience).</p>
Integration of Knowledge and Ideas		
<p>7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>		<p>No reference to the comparison/contrast of a film/live production version of a written work to the actual written work.</p>
<p>8. (Not applicable to literature)</p>		
<p>9. 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.</p>	<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2)</p>	<p>The comparison of modern and traditional literature is not explicitly stated; however, the CCSS provided reference genres, which can insinuate both modern and traditional text.</p>
Range of Reading and Level of Text Complexity		
<p>10. By the end of the year, read and comprehend</p>	<p>2. The student will apply strategies and skills to</p>	<p>No reference to grade band;</p>

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<p>literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <p>c. The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. (DOK 3)</p>	<p>however, existence of a standard in 8th grade implies grade-level appropriate complexity.</p>
<p>Reading: Informational Text</p>		
<p>Key Ideas and Details</p>		
<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>2b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3)</p> <ol style="list-style-type: none"> 1) Infer the implied main idea from one or more related texts. 2) Justify inferences about main idea by providing supporting details. 4) Infer how the sequence of events may have contributed to cause and effect relationships in a text. 5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects. 	
<p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <p>b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3)</p> <ol style="list-style-type: none"> 1) Infer the implied main idea from one or more related texts. 	

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	<p>2) Justify inferences about main idea by providing supporting details.</p> <p>2d1. Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view)</p> <p>3d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)</p>	
<p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <p>a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2)</p> <p>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/ contrast, order of importance, problem/solution, etc.</p>	<p>No explicit reference to connections made between individuals, ideas, or events; however, multiple references are made to comparisons.</p>
Craft and Structure		
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</p> <p>d. The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level</p>	

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	appropriate text. (DOK 2)	
<p>5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <ul style="list-style-type: none"> a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2) 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/ contrast, order of importance, problem/solution, etc. 	
<p>6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>1e. The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to evaluate author’s intent. (DOK 3)</p> <p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <ul style="list-style-type: none"> b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3) 3) Evaluate author’s use of sequence for its effect on the text. d. The student will respond to, interpret, 	

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	<p>compare, contrast, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</p> <p>4) Author’s purpose (e.g., inform, entertain, persuade).</p>	
Integration of Knowledge and Ideas		
<p>7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>3. The student will express, communicate, evaluate, or exchange ideas effectively.</p> <p>f. The student will compose texts a variety of modes based on inquiry and research. (DOK 4)</p> <p>2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources.</p> <p>4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes.</p> <p>6) Reflect on and evaluate the process.</p>	<p>Notion of comparison/contrast of source types can be inferred, but the standard does not note specific citing of advantages/disadvantages of various mediums</p>
<p>8. 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.</p>	<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <p>b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3)</p> <p>c. The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing</p>	<p>General reference to the evaluation of text, with which inference can be made to arguments, claims, and reasoning in text. No reference made to irrelevant evidence.</p>

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	text-based evidence. (DOK 3)	
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	c. The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. (DOK 3)	The MLAF references one or more rather than two or more texts.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. c. The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. (DOK 3)	
Writing		
Text Types and Purposes		
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among	3. The student will express, communicate, evaluate, or exchange ideas effectively. a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3) b. The student will incorporate descriptive details into texts including, but not	The MLAF references a more general communication of ideas via writing versus the actual supporting of a claim except when referencing writing for the intent of persuasion.

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<p>claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>limited to, narrative, expository, or persuasive. (DOK 3)</p>	
<p>2. 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>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>3. The student will express, communicate, evaluate, or exchange ideas effectively.</p> <p>b. The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive. (DOK 3)</p> <p>c. The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. (DOK 3)</p> <p>d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)</p> <p>f. The student will compose texts a variety of modes based on inquiry and research. (DOK 4)</p>	<p>The MLAF insinuates formal style but does not mention concluding statement or section. The research component can support the explanatory mode of writing.</p>
<p>3. Write narratives to develop real or imagined</p>	<p>3. The student will express, communicate,</p>	<p>No reference to sensory</p>

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<p>experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>evaluate, or exchange ideas effectively.</p> <ol style="list-style-type: none"> b. The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive. (DOK 3) c. The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. (DOK 3) d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3) 	<p>language or conclusion.</p>
<p>Production and Distribution of Writing</p>		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>3. The student will express, communicate, evaluate, or exchange ideas effectively.</p> <ol style="list-style-type: none"> a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3) 	

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	<p>1) Planning</p> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). <p>2) Drafting</p> <ul style="list-style-type: none"> • Draft with increasing fluency. 	
<p>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.</p>	<p>3. The student will express, communicate, evaluate, or exchange ideas effectively.</p> <p>a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>3) Revising</p> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/ peer feedback, writer’s checklist, or rubric. 	
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>3. The student will express, communicate, evaluate, or exchange ideas effectively.</p> <p>a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>5) Publishing/Sharing</p>	

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	<ul style="list-style-type: none"> • Share writing with others formally and informally using a variety of media. <p>3f. The student will compose texts a variety of modes based on inquiry and research. (DOK 4)</p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 6) Reflect on and evaluate the process. 	
Research to Build and Present Knowledge		
<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>3f. The student will compose texts a variety of modes based on inquiry and research. (DOK 4)</p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 	
<p>8. Gather relevant information from multiple print</p>	<p>3f. The student will compose texts a variety of</p>	

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<p>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.</p>	<p>modes based on inquiry and research. (DOK 4)</p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> 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”). 	<p>3f. The student will compose texts a variety of modes based on inquiry and research. (DOK 4)</p> <ol style="list-style-type: none"> 2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 	
<p>Range of Writing</p>		
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two * this</p>	<p>3. The student will express, communicate, evaluate, or exchange ideas effectively.</p> <ol style="list-style-type: none"> a. The student will use and reflect on an 	<p>Time frames are not referenced.</p>

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is all that appeared online; stopped at “two”	appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)	
Speaking and Listening		
Comprehension and Collaboration		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>		No references to speaking and listening. Connections can be made to drawing information from literary texts and research done in reading and writing standards.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives	3c. The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and	Analysis/evaluation of information from various sources referenced, while

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(e.g., social, commercial, political) behind its presentation.	informational texts of increasing length and difficulty citing text-based evidence. (DOK 3) 2e. Evaluate the author’s use of facts, opinions, or tools of persuasion in written and visual texts to determine author’s purpose and consider the effect of persuasive text on the intended audience. (DOK 3)	motives are not. Rather, author’s purpose is mentioned.
3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	2e. Evaluate the author’s use of facts, opinions, or tools of persuasion in written and visual texts to determine author’s purpose and consider the effect of persuasive text on the intended audience. (DOK 3) 2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence. 7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text. 2c. The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. (DOK 3)	Speaker and author can be paralleled.
Presentation of Knowledge and Ideas		
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with	3. The student will express, communicate, evaluate, or exchange ideas effectively.	References to writing versus speaking.

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<p>relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>b. The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive. (DOK 3)</p> <p>c. The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. (DOK 3)</p> <p>d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)</p> <p>e. The student will compose persuasive text with a clear problem and solution utilizing effective organization, transitions, vivid word choices, and specific supporting details. (DOK 3)</p>	
<p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>2f. The student will compose texts a variety of modes based on inquiry and research. (DOK 4)</p> <p>2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line databases) and gather relevant information from multiple sources.</p> <p>4) Synthesize and evaluate important findings and select sources to support</p>	<p>References writing versus oral presentation.</p>

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	central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques.	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	4. The student will apply Standard English to communicate.	References written versus spoken word.
Language		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> 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. The student will apply Standard English to communicate. <ol style="list-style-type: none"> a. The student will apply Standard English grammar in composing or editing. <p>(DOK 1)</p> <ol style="list-style-type: none"> 1) Nouns (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects; collective) 2) Verbs (e.g., helping verbs; irregular; linking; transitive and intransitive verbs) 3) Verb tense [including purpose] (present, past, future, present perfect, past perfect, future perfect; emphatic [present and past]) 4) Subject-verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject 	Reference only to writing, not speaking. The MLAF gives many more specific examples than the CCSS.

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	<p>and verb</p> <p>5) Subordinating and coordinating conjunctions; correlative conjunctions</p> <p>6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)</p> <p>7) Prepositions</p> <p>8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, indefinite, relative)</p> <p>9) Pronoun-antecedent agreement (number and gender; with collective nouns; for relative pronouns; for indefinite pronouns; with expressions of amount)</p> <p>10) Use adverbs correctly (avoiding double negatives; comparative forms)</p> <p>11) Identify and use infinitives/infinitive phrases (as nouns, adjectives, and adverbs), gerunds/gerund phrases (as nouns), and participles/participial phrases (as adjectives).</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<p>4b. The student will apply Standard English mechanics to compose or edit. (DOK 1)</p> <p>1) End punctuation (e.g., period, question mark, exclamation point)</p> <p>2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)</p> <p>3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; nonessential appositive phrases; interrupters including</p>	<p>The MLAF gives many more specific examples than the CCSS.</p>

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	<p>parenthetical expressions; introductory clauses; nonessential clauses)</p> <p>4) Apostrophes (possessives; contractions)</p> <p>5) Semicolons (compound sentences; with conjunctive adverbs)</p> <p>6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)</p> <p>7) Underlining/Italics (titles of books, movies, plays, and television shows)</p> <p>8) Colons (e.g., time, before lists introduced by independent clauses, business letters)</p> <p>9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I,” first word in salutations and closings of friendly letters and business letters, proper adjectives)</p> <p>10) Spell words commonly found in eighth grade level text.</p>	
Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. 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>	<p>4. The student will apply Standard English to communicate.</p> <p>a. The student will apply Standard English grammar in composing or editing. (DOK 1)</p> <p>2) Verbs (e.g., helping verbs; irregular; linking; transitive and intransitive verbs)</p> <p>3) Verb tense [including purpose] (present, past, future, present perfect, past perfect, future perfect; emphatic [present and past])</p>	<p>Active and passive voice references parallel various examples of verb tense.</p>

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<p>Vocabulary Acquisition and Use</p>		<p>All MLAF vocabulary standards connect to CCSS for vocabulary and actually use a larger degree of specificity for determining word meaning.</p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</p> <ul style="list-style-type: none"> a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, after-, auto-, con-, mid-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty, -ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts. (DOK 2) b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1) c. The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author’s craft, revising writing, peer editing). (DOK 3) d. The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text. (DOK 2) e. The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, 	

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	idiom) to evaluate author’s intent. (DOK 3) f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine and infer meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	1. The student will use word recognition and vocabulary (word meaning) skills to communicate. a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, after-, auto-, con-, mid-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty, -ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts. (DOK 2) b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1) c. The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author’s craft, revising writing, peer editing). (DOK 3) d. The student will use context clues to infer the meanings of unfamiliar words or	

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	<p>phrases in unfamiliar grade level appropriate text. (DOK 2)</p> <p>e. The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to evaluate author’s intent. (DOK 3)</p> <p>f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine and infer meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</p>	
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</p> <p>a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, after-, auto-, con-, mid-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty, -ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts. (DOK 2)</p> <p>b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)</p> <p>c. The student will apply knowledge of synonyms, antonyms, and homonyms to</p>	

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	<p>evaluate word choices in a variety of texts (e.g., analyzing author’s craft, revising writing, peer editing). (DOK 3)</p> <p>d. The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade-level appropriate text. (DOK 2)</p> <p>e. The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to evaluate author’s intent. (DOK 3)</p> <p>f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine and infer meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</p>	
Literacy in History and Social Studies		
Key Ideas and Details		
<p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <p>a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2)</p>	

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	<p>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/ contrast, order of importance, problem/solution, etc.</p>	
<p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <p>b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3)</p> <p>1) Infer the implied main idea from one or more related texts. 2) Justify inferences about main idea by providing supporting details.</p> <p>2d1. Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view)</p> <p>3d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)</p>	<p>Does not distinguish subject area texts or primary versus secondary sources.</p>
<p>3. 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).</p>	<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <p>b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information.</p>	

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	<p>(DOK 3)</p> <p>3) Evaluate author’s use of sequence for its effect on the text.</p> <p>4) Infer how the sequence of events may have contributed to cause and effect relationships in a text.</p>	
Craft and Structure		
<p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</p> <p>a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, after-, auto-, con-, mid-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty, -ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts. (DOK 2)</p> <p>b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)</p> <p>c. The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author’s craft, revising writing, peer editing). (DOK 3)</p> <p>d. The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text. (DOK 2)</p> <p>e. The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole,</p>	

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	<p>idiom) to evaluate author’s intent. (DOK 3)</p> <p>f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine and infer meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</p>	
<p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<p>3. The student will express, communicate, evaluate, or exchange ideas effectively.</p> <p>d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)</p>	<p>MLAF references writing rather than description, which can occur with writing and speaking.</p>
<p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</p> <p>c. The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author’s craft, revising writing, peer editing). (DOK 3)</p> <p>e. The student will apply knowledge of</p>	<p>The author referenced is a peer writer rather than a published writer.</p>

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	figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to evaluate author’s intent. (DOK 3)	
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. <ul style="list-style-type: none"> a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2) <ul style="list-style-type: none"> 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull-down menus, key word searches, etc. 	MLAF references comprehension, interpretation, and evaluation of charts and graphs that are integrated into text rather than the act of integrating these with other text.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	<ul style="list-style-type: none"> e. Evaluate the author’s use of facts, opinions, or tools of persuasion in written and visual texts to determine author’s purpose and consider the effect of persuasive text on the intended audience. (DOK 3) <ul style="list-style-type: none"> 1) Evaluate the author’s use of and distinguish between fact and opinion. 2) Evaluate the use of tools of persuasion (e.g., name calling, endorsement, repetition, and rebut the other side’s point of view, association, stereotypes, 	

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	bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, glittering generalities, false syllogisms, etc).	
9. Analyze the relationship between a primary and secondary source on the same topic.	2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3) 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.	MLAF references one or more texts but does not specify primary or secondary sources.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. c. The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. (DOK 3)	MLAF makes reference to literary text but does not distinguish other core content.
Literacy in Science and Technology		
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate	

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	<p>a variety of texts of increasing length, difficulty, and complexity.</p> <ul style="list-style-type: none"> a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2) 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc. 	
<p>2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <ul style="list-style-type: none"> b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3) 1) Infer the implied main idea from one or more related texts. 2) Justify inferences about main idea by providing supporting details. 2d1. Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view) 3d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3) 	

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<p>3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>		<p>May need to cross-reference with content area to find connection.</p>
Craft and Structure		
<p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>	<p>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</p> <ul style="list-style-type: none"> a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, after-, auto-, con-, mid-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty, -ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts. (DOK 2) b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1) d. The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text. (DOK 2) 	<p>No reference made to content-specific words in MLAF but skills can be applied when handling such.</p>
<p>5. 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.</p>	<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <ul style="list-style-type: none"> a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, 	

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	<p>analyze, compare, synthesize, or evaluate texts. (DOK 2)</p> <p>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/ contrast, order of importance, problem/solution, etc.</p> <p>b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3)</p> <p>3) Evaluate author’s use of sequence for its effect on the text.</p>	
<p>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <p>b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3)</p> <p>3) Evaluate author’s use of sequence for its effect on the text.</p>	
Integration of Knowledge and Ideas		
<p>7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <p>a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2)</p>	<p>MLAF references comprehension of graphs and charts rather than actual integration of these with text on the part of the student.</p>

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	<ul style="list-style-type: none"> 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull-down menus, key word searches, etc. 3. The student will express, communicate, evaluate, or exchange ideas effectively. f. The student will compose texts a variety of modes based on inquiry and research. (DOK 4) 5) Present the results using a variety of communication techniques. 	
<p>8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<ul style="list-style-type: none"> 2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. <ul style="list-style-type: none"> c. The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. (DOK 3) e. Evaluate the author’s use of facts, opinions, or tools of persuasion in written and visual texts to determine author’s purpose and consider the effect of persuasive text on the intended audience. (DOK 3) <ul style="list-style-type: none"> 1) Evaluate the author’s use of and distinguish between fact and opinion. 2) Evaluate the use of tools of persuasion (e.g., name calling, endorsement, 	

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	repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, glittering generalities, false syllogisms, etc).	
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. <ul style="list-style-type: none"> a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2) 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/ contrast, order of importance, problem/solution, etc. b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3) 1) Infer the implied main idea from one or more related texts. 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence. 	
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend	2. The student will apply strategies and skills to	MLAF makes reference to

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<p>science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <p>c. The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. (DOK 3)</p>	<p>literary text but does not distinguish other core content.</p>
<p>Writing for History/Social Studies and Science/Technical</p>		
<p>Text Types and Purposes</p>		
<p>1. Write arguments focused on discipline-specific content.</p> <p>a. 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. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>3. The student will express, communicate, evaluate, or exchange ideas effectively.</p> <p>a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>b. The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive. (DOK 3)</p>	
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>3. The student will express, communicate, evaluate, or exchange ideas effectively.</p> <p>b. The student will incorporate descriptive</p>	

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<ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>details into texts including, but not limited to, narrative, expository, or persuasive. (DOK 3)</p> <ul style="list-style-type: none"> c. The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. (DOK 3) d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3) f. The student will compose texts a variety of modes based on inquiry and research. (DOK 4) 	
<p>3. (See note; not applicable as a separate requirement)</p>		
<p>Production and Distribution of Writing</p>		

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<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>3. The student will express, communicate, evaluate, or exchange ideas effectively.</p> <p>a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>1) Planning</p> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). <p>2) Drafting</p> <ul style="list-style-type: none"> • Draft with increasing fluency. 	
<p>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.</p>	<p>3. The student will express, communicate, evaluate, or exchange ideas effectively.</p> <p>a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>3) Revising</p> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/ peer feedback, writer's checklist, or rubric. 	
<p>6. Use technology, including the Internet, to</p>	<p>3f. The student will compose texts a variety of</p>	

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<p>produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>modes based on inquiry and research. (DOK 4)</p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line databases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 6) Reflect on and evaluate the process. <p>3a5) Publishing/Sharing</p> <ul style="list-style-type: none"> • Share writing with others formally and informally using a variety of media. 	
<p>Research to Build and Present Knowledge</p>		
<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>3f. The student will compose texts a variety of modes based on inquiry and research. (DOK 4)</p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 	

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<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>3f. The student will compose texts a variety of modes based on inquiry and research. (DOK 4)</p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 	
<p>9. Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>3f. The student will compose texts a variety of modes based on inquiry and research. (DOK 4)</p> <ol style="list-style-type: none"> 2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 	
<p>Range of Writing</p>		

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<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>3. The student will express, communicate, evaluate, or exchange ideas effectively.</p> <p>a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p>	<p>Time frames are not referenced in the MLAF.</p>
<p>Note Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>		

The following MS Language Arts Framework objectives are not referenced in the Common Core State Standards for grade 8:

- 2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, **compare, synthesize, or evaluate texts. (DOK 2)**
- 2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.
 - 4) Genres - fiction, nonfiction, poetry, biographies, autobiographies, and plays.
- 2d. The student will respond to, interpret, compare, contrast, **critique, or evaluate** increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. **(DOK 3)**
- 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)
- 4a. The student will apply Standard English grammar in composing or editing. **(DOK 1)**
- 11) Produce legible text.
- 4c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. **(DOK 2)**
- 1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences including independent and dependent clauses; and compound-complex sentences).
 - 2) Compose simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences including independent and dependent clauses; and compound-complex sentences).
 - 3) Avoid sentence fragments, run-on sentences, and comma splices.
 - 4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses.
 - 5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses.
 - 6) Analyze sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.
 - 7) Compose sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.

The following Common Core State Standards are not referenced in the MS Language Arts Framework objectives for grade eight:

**Reading Standards for Literature
Integration of Knowledge and Ideas**

7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

**Speaking and Listening
Listening Comprehension**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly).

**Language Arts Standards for Science and Technical Subjects
Key Ideas and Details**

3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Grade 10

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Reading Standards for Literature		
Key Ideas and Details		
<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>1a. The student will develop and apply expansive knowledge of words and word meanings to communicate; The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.</p> <p>1d. The student will analyze text to determine how the author’s (or authors’) use of connotative words reveals and/or affects the purpose of the text.</p> <p>2a. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2c. The student will recognize text structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author’s purpose, etc.</p> <p>2d. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.</p>	<p>Must know word meaning to explicitly analyze text; purpose can be inferred; must apply understanding in order to cite strong/thorough textual evidence that supports analysis of meaning</p>

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	<p>2e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning.</p>	
<p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of text.</p>	<p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2d. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.</p> <p>2e1. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning; Literary Text and Literary Nonfiction.</p> <p>2g. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.</p>	<p>Theme determined via understanding/analysis of text</p>
<p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>1b. The student will analyze author’s (or authors)’ uses of figurative language (e.g., metaphor, simile, hyperbole, personification, oxymoron, idiom, etc.) in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood.</p> <p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p>	<p>Characterization is a text feature and literary element.</p>

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	<p>2e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning.</p>	
Craft and Structure		
<p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>1a. The student will develop and apply expansive knowledge of words and word meanings to communicate; The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.</p> <p>1b. The student will analyze author’s (or authors’) uses of figurative language (e.g., metaphor, simile, hyperbole, personification, oxymoron, idiom, etc.) in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood.</p> <p>1c. The student will analyze word choice and diction, including formal and informal language, to determine the author’s purpose.</p> <p>1d. The student will analyze text to determine how the author’s (or authors’) use of connotative words reveals and/or affects the purpose of the text.</p> <p>2e1. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning; Literary Text and Literary Nonfiction.</p> <p>2e2. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning;</p>	

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	Informational Texts.	
<p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>1c. The student will analyze word choice and diction, including formal and informal language, to determine the author’s purpose. 1d. The student will analyze text to determine how the author’s (or authors’) use of connotative words reveals and/or affects the purpose of</p>	

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	<p>the text.</p> <p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2c. The student will recognize text structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author’s purpose, etc.</p>	
<p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>2e2. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning; Informational Texts.</p>	<p>Applies in the MLAF but does not specify literature outside of the United States</p>
<p>Integration of Knowledge and Ideas</p>		
<p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>		
<p>8. (Not applicable to literature)</p>		
<p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>		
<p>Range of Reading and Level of Text Complexity</p>		

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<p>10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>2a. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2c. The student will recognize text structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author’s purpose, etc.</p> <p>2d. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.</p> <p>2e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning.</p> <p>2f. The student will distinguish fact from opinion in different media.</p>	<p>Distinguishing fact from opinion can come with accurate text analysis.</p>
<p>Reading Standards for Informational Text</p>		<p>Reading standards for informational texts are very similar to those for literature.</p>
<p>Key Ideas and Details</p>		
<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>1a. The student will develop and apply expansive knowledge of words and word meanings to communicate; The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and</p>	

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	<p>infer word meanings from these relationships.</p> <p>1d. The student will analyze text to determine how the author’s (or authors’) use of connotative words reveals and/or affects the purpose of the text.</p> <p>2a. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2c. The student will recognize text structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author’s purpose, etc.</p> <p>2d. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.</p> <p>2e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning.</p>	
<p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2d. The student will analyze or evaluate texts to</p>	

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	<p>synthesize responses for summary, précis, explication, etc.</p> <p>2e1. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning; Literary Text and Literary Nonfiction</p> <p>2g. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.</p>	
<p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>1b. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.</p> <p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning.</p>	
Craft and Structure		
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>1a. The student will develop and apply expansive knowledge of words and word meanings to communicate; The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.</p> <p>1b. The student will apply understanding of</p>	

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	<p>electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.</p> <p>1c. The student will analyze word choice and diction, including formal and informal language, to determine the author’s purpose.</p> <p>1d. The student will analyze text to determine how the author’s (or authors’) use of connotative words reveals and/or affects the purpose of the text.</p> <p>2e1. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning; Literary Text and Literary Nonfiction.</p> <p>2e2. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning; informational text.</p>	
<p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>1d. The student will analyze text to determine how the author’s (or authors’) use of connotative words reveals and/or affects the purpose of the text.</p> <p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2c. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author’s purpose.</p>	

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<p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>1b. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.</p> <p>1c. The student will analyze word choice and diction, including formal and informal language, to determine the author’s purpose.</p> <p>1d. The student will analyze text to determine how the author’s (or authors’) use of connotative words reveals and/or affects the purpose of the text.</p> <p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2c. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author’s purpose.</p>	
Integration of Knowledge and Ideas		
<p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>2e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning.</p> <p>2f. The student will distinguish fact from opinion in different media.</p>	
<p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>2c. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author’s purpose.</p> <p>2f. The student will distinguish fact from opinion in</p>	

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	different media.	
<p>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>2e1. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning; Literary Text and Literary Nonfiction.</p> <p>2f. The student will distinguish fact from opinion in different media.</p>	
Range of Reading and Level of Text Complexity		
<p>10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>2e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning.</p> <p>2f. The student will distinguish fact from opinion in different media.</p> <p>2g. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.</p>	
Writing Standards		
Text Types and Purposes		
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner</p>	<p>3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).</p> <p>3b. The student will compose text in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event.</p> <p>3c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient</p>	

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<p>that anticipates the audience’s knowledge level and concerns.</p> <ul style="list-style-type: none"> c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>in number.</p> <ul style="list-style-type: none"> 3d. The student will compose persuasive texts for different audiences using facts and opinions. 3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings. 4a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing. 4b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing. 4c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing. 	
<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among 	<ul style="list-style-type: none"> 3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing). 3b. The student will compose text in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event. 3c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number. 3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings. 4a. The student will analyze text to determine the appropriate use of advanced grammar in 	

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<p>complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>composing or editing.</p> <p>4b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing.</p> <p>4c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.</p>	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and</p>	<p>3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).</p> <p>3b. The student will compose text in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event.</p> <p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p>	

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<p>reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		
<p>Production and Distribution of Writing</p>		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing). 3b. The student will compose text in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event. 3c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number. 3d. The student will compose persuasive texts for different audiences using facts and opinions. 3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings. 4a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing. 4b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing. 4c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.</p>	<p>Connects via writing process, types of writing (narrative and persuasive explicitly named in MLAF), responding to literature, and conducting research using various sources; appropriate grammar, mechanics, and structure are inherent in the writing standards.</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a</p>	<p>3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting,</p>	

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<p>new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>revising, editing, publishing).</p> <p>3b. The student will compose text in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event.</p> <p>3c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.</p> <p>3d. The student will compose persuasive texts for different audiences using facts and opinions.</p> <p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p> <p>4a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing.</p> <p>4b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing.</p> <p>4c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.</p>	
<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>2g. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.</p> <p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p>	

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Research to Build and Present Knowledge		
<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>2g. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.</p> <p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p>	
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>2g. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.</p> <p>3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).</p> <p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to</p>	<p>3c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.</p> <p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p>	

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<p>literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>		
<p>Range of Writing</p>		
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).</p> <p>3b. The student will compose text in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event.</p> <p>3c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.</p> <p>3d. The student will compose persuasive texts for different audiences using facts and opinions.</p> <p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p> <p>4a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing.</p> <p>4b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing.</p> <p>4c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.</p>	

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Speaking and Listening Standards		Speaking and listening strands can be applied via writing and reading, but speaking and listening are not explicitly addressed in the MLAF.
Comprehension and Collaboration		
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify</p>	<p>3d. The student will compose persuasive texts for different audiences using facts and opinions.</p> <p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p> <p>4a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing.</p> <p>4b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing.</p> <p>4c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.</p>	<p>MLAF refers to communication, but particularly via writing; does not explicitly refer to speaking, discussing, etc.</p>

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<p>or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>		
<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>2f. The student will distinguish fact from opinion in different media. 3c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number. 3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p>	
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>		<p>Could connect with an author rather than explicitly a speaker</p>
<p>Presentation of Knowledge and Ideas</p>		
<p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing). 3c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number. 3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p>	

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<p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p>	
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p>	<p>4a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing. 4b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing. 4c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.</p>	<p>Could refer to written language, but does not specifically refer to speaking</p>
<p>Language Standards</p>		
<p>Conventions of Standard English</p>		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>4a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing. 4b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing. 4c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	<p>4a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing. 4b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing.</p>	

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<ul style="list-style-type: none"> b. Use a colon to introduce a list or quotation. c. Spell correctly. 	<p>4c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.</p>	
Knowledge of Language		
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. 	<ul style="list-style-type: none"> 2a. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. 2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. 2c. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author’s Purpose. 2d. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. 2e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. 3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing). 3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings. 4a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing. 	

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	<p>4b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing.</p> <p>4c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.</p>	
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text, a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>1a. The student will develop and apply expansive knowledge of words and word meanings to communicate; The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.</p> <p>1d. The student will analyze text to determine how the author’s (or authors’) use of connotative words reveals and/or affects the purpose of the text.</p> <p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p>	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in</p>	<p>1a. The student will develop and apply expansive knowledge of words and word meanings to</p>	

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<p>word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>communicate; The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.</p> <p>1b. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.</p> <p>1d. The student will analyze text to determine how the author's (or authors') use of connotative words reveals and/or affects the purpose of the text.</p>	
<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>3c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.</p> <p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p> <p>3a3. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).</p>	
Reading Standards for Literacy in History/Social Studies		
Key Ideas and Details		
<p>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p>1a. The student will develop and apply expansive knowledge of words and word meanings to communicate; The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.</p>	

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	<p>1d. The student will analyze text to determine how the author’s (or authors’) use of connotative words reveals and/or affects the purpose of the text.</p> <p>2a. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2c. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author’s purpose.</p> <p>2d. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.</p> <p>2e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning.</p> <p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p>	
<p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2d. The student will analyze or evaluate texts to</p>	

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	<p>synthesize responses for summary, précis, explication, etc.</p> <p>2e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning; Literary Text and Literary Nonfiction.</p> <p>2g. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.</p>	
<p>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>2e1. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning; Literary Text and Literary Nonfiction.</p>	
Craft and Structure		
<p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>	<p>1a. The student will develop and apply expansive knowledge of words and word meanings to communicate; The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.</p> <p>1b. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.</p> <p>1c. The student will analyze word choice and diction, including formal and informal language, to determine the author’s purpose.</p> <p>1d. The student will analyze text to determine how</p>	

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	<p>the author's (or authors') use of connotative words reveals and/or affects the purpose of the text.</p> <p>2e1. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning; Literary Text and Literary Nonfiction.</p> <p>2e2. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning; informational text.</p>	
<p>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>1a. The student will develop and apply expansive knowledge of words and word meanings to communicate; The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.</p> <p>2b. The student will recognize text structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc.</p>	
<p>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p>2e2. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning; Informational Texts.</p>	<p>Multiple texts can insinuate multiple authors.</p>
<p>Integration of Knowledge and Ideas</p>		
<p>7. Integrate quantitative or technical analysis (e.g.,</p>	<p>2g. The student will apply understanding of</p>	

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charts, research data) with qualitative analysis in print or digital text.	electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.	
8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.	<p>1c. The student will analyze word choice and diction, including formal and informal language, to determine the author’s purpose.</p> <p>1d. The student will analyze text to determine how the author’s (or authors’) use of connotative words reveals and/or affects the purpose of the text.</p> <p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2c. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author’s purpose.</p>	
9. Compare and contrast treatments of the same topic in several primary and secondary sources.	<p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning.</p>	
Range of Reading and Level of Text Complexity		
10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10	2a. The student will apply understanding of text features (e.g., introduction, foreword,	

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<p>complexity band independently and proficiently.</p>	<p>bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2c. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author’s purpose.</p> <p>2e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning.</p> <p>2f. The student will distinguish fact from opinion in different media.</p> <p>2g. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.</p>	
<p>Reading Standards for Literacy in Science and Technical Subjects</p>		
<p>Key Ideas and Details</p>		
<p>1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p>1d. The student will analyze text to determine how the author’s (or authors’) use of connotative words reveals and/or affects the purpose of the text.</p> <p>2a. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p>	

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	<p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2c. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author’s purpose.</p> <p>2d. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.</p> <p>2e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning.</p>	
<p>2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p>2d. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.</p> <p>2g. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.</p> <p>3c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.</p>	
<p>3. Follow precisely a complex multistep procedure when carrying out experiments, taking</p>		<p>Perhaps appears in science standards.</p>

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<p>measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>		
Craft and Structure		
<p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>	<p>1a. The student will develop and apply expansive knowledge of words and word meanings to communicate; The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships. 2a. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p>	
<p>5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p>	<p>1a. The student will develop and apply expansive knowledge of words and word meanings to communicate; The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.</p>	
<p>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p>	<p>1d. The student will analyze text to determine how the author’s (or authors’) use of connotative words reveals and/or affects the purpose of the text.</p>	
Integration of Knowledge and Ideas		
<p>7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>		
<p>8. Assess the extent to which the reasoning and</p>	<p>1d. The student will analyze text to determine how</p>	

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evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	the author’s (or authors’) use of connotative words reveals and/or affects the purpose of the text.	
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	<p>2b. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning.</p>	
Range of Reading and Level of Text Complexity		
10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	<p>2a. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</p> <p>2c. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author’s purpose.</p> <p>2e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning.</p>	
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects		
Text Types and Purposes		
1. Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the	3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).	

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<p>claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>3b. The student will compose text in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event.</p> <p>3c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.</p> <p>3d. The student will compose persuasive texts for different audiences using facts and opinions.</p> <p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p> <p>4a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing.</p> <p>4b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing.</p> <p>4c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.</p>	
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).</p> <p>3b. The student will compose text in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event.</p> <p>3c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea</p>	

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<p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.</p> <p>3d. The student will compose persuasive texts for different audiences using facts and opinions.</p> <p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p> <p>4a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing.</p> <p>4b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing.</p> <p>4c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.</p>	
<p>3. (See note; not applicable as a separate requirement)</p>		
<p>Production and Distribution of Writing</p>		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).</p> <p>3b. The student will compose text in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event.</p> <p>3d. The student will compose persuasive texts for different audiences using facts and opinions.</p>	

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	<p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p> <p>4a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing.</p> <p>4b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing.</p> <p>4c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.</p>	
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).</p> <p>4a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing.</p> <p>4b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing.</p> <p>4c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.</p>	
<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).</p> <p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p> <p>4a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing.</p>	<p>MLAF does not specifically reference the use of technology or the internet.</p>

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	<p>4b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing.</p> <p>4c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.</p>	
Research to Build and Present Knowledge		
<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>2g. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p>	
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>2g. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.</p> <p>3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).</p> <p>3e. The student will research a topic comparing and/or contrasting information from a</p>	
<p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p>	
Range of Writing		
<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a</p>	<p>3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).</p>	

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<p>range of discipline-specific tasks, purposes, and audiences.</p>	<p>3b. The student will compose text in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event.</p> <p>3c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.</p> <p>3d. The student will compose persuasive texts for different audiences using facts and opinions.</p> <p>3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p>	
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The following Common Core State Standards are not referenced in the MS Language Arts Framework objectives for grade 10:

**Reading Standards for Literature
Integration of Knowledge and Ideas**

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musee des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

**Reading Standards for Literacy in Science and Technical Subjects
Key Ideas and Details**

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Integration of Knowledge and Ideas

7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.