

Alignment of Writing Strategies with Selected Common Core Standards

Updated: July 18, 2012

Grade 7—Reading & Language

<p style="text-align: right;">Strategies →</p> <p style="text-align: left;">Common Core Stds ↓</p>	<p style="text-align: center;">Essential Questions <i>Identify / Restate</i></p>	<p style="text-align: center;">A-Z</p>	<p style="text-align: center;">Clustering</p>	<p style="text-align: center;">Metacognition</p>	<p style="text-align: center;">Morphology</p>	<p style="text-align: center;">Acrostic</p>	<p style="text-align: center;">Diamante</p>	<p style="text-align: center;">Sentence Expansion</p>	<p style="text-align: center;">Defining Format</p>	<p style="text-align: center;">SWBST: Outline, Summary, Retelling</p>	<p style="text-align: center;">Narrative</p>	<p style="text-align: center;">Venn Diagram</p>	<p style="text-align: center;">Essays: Personal, Explanatory, Persuasive</p>	<p style="text-align: center;">Question, Short Answer, Why?</p>	<p style="text-align: center;">Conventions</p>		
Reading for Literature																	
Key Ideas and Details																	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	●	●	●	●	●			●		●					●		
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	●	●	●	●	●	●		●		●	●				●		
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	●	●	●	●	●			●		●	●				●		
Craft and Structure																	
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 & other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	●	●	●	●	●			●									
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	●	●	●	●	●			●									
6. Analyze how an author develops & contrasts the points of view of different characters or narrators in a text.	●	●	●	●	●		●	●		●		●		●	●		
Integration of Knowledge and 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).	●	●	●	●	●		●					●	●		●		

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8. (Not applicable to literature)																	
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	●	●	●	●	●							●			●		
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.																	
Reading for Information																	
Key Ideas and Details																	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	●	●	●	●	●			●		●	●				●		
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	●	●	●	●	●							●			●		
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).	●	●	●	●	●			●							●		
Craft and Structure																	

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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 a specific word choice on meaning and tone.</p>	●	●		●	●			●							●		
<p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	●	●										●			●		
<p>6. Determine an author's point of view or purpose in a text & analyze how the author distinguishes his or her position from that of others.</p>	●	●	●	●	●							●			●		
<p>Integration of Knowledge and Ideas</p>																	
<p>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).</p>	●	●	●	●	●			●				●			●		
<p>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.</p>	●	●	●	●	●			●			●	●	●		●		
<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>Range of Reading and Text Complexity</p>																	

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<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>Speaking and Listening Strand</p>																	
<p>Comprehension and Collaboration</p>																	
<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, & issues, building on others' ideas & 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. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>																	

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<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>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>Presentation of Knowledge and Ideas</p>																	
<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, & examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
<p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	●	●	●														
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>																	
<p></p>																	
<p>Language Strand</p>																	
<p>Convention of Standard English</p>																	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
<p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p>	●	●	●	●	●			●							●		

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<p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	●				●			●			●		●		●
<p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	●				●			●		●	●	●	●	●	●
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p>	●			●	●					●	●		●		●
<p>b. Spell correctly.</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 language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	●			●	●			●		●	●		●		●
<p>Vocabulary Acquisition and Use</p>															
<p>4. Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on grade 7 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>	●	●	●	●	●				●	●	●		●		●

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<p>b. Use common, grade-appropriate Greek or Latin affixes & roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	●			●	●			●							●		
<p>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.</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>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., refined, respectful, polite, diplomatic, condescending).</p>	●	●	●	●				●			●	●	●		●		

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<p>6. Acquire & use accurately grade-appropriate general academic & domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		

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Reading for Literature															
Key Ideas and Details															
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.	●	●	●	●	●			●		●				●	
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.	●	●	●	●	●	●		●		●	●			●	
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.	●	●	●	●	●			●		●	●			●	
Craft and Structure															
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.	●	●	●	●	●			●						●	
5. Compare & contrast the structure of two or more texts & analyze how the differing structure of each text contributes to its meaning & style.	●	●	●	●	●			●		●				●	
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.	●	●	●	●	●		●			●		●		●	

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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.	●	●	●	●	●			●			●	●	●		●	
8. (Not applicable to literature)																
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.	●	●	●	●	●			●			●	●	●		●	
Range of Reading and Level of Text Complexity																
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.																
Reading for Information																
Key Ideas and Details																
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.	●	●	●	●	●							●			●	
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.	●	●		●	●					●		●			●	

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<p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</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>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>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>	●	●										●			●		
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>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>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.</p>	●	●	●	●	●							●			●		

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<p>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.</p>																	
<p>Speaking and Listening Strand</p>																	
<p>Comprehension and Collaboration</p>																	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, & teacher-led) with diverse partners on grade 8 topics, texts, & issues, building on others' ideas & 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>																	

Alignment of Writing Strategies with Selected Common Core Standards

Updated: July 18, 2012

Grade 8—Reading & Language

<p style="text-align: right;">Strategies →</p> <p style="text-align: left;">Common Core Stds ↓</p>	<p style="text-align: center;">Essential Questions <i>Identify / Restate</i></p>	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
<p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>																	
<p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	●	●	●	●	●			●							●		
<p>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.</p>	●	●	●	●	●							●	●		●		
<p>Presentation of Knowledge and Ideas</p>																	
<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
<p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	●	●	●														
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>																	
<p>Language Strand</p>																	
<p>Conventions of Standard English</p>																	
<p>1. Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●			

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Strategies →		Essential Questions <i>Identify / Restate</i>	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions			
Common Core Stds ↓																			
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 & use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	●	●	●	●	●										●			
d.	Recognize and correct inappropriate shifts in verb voice and mood.*	●	●	●	●	●			●		●	●		●		●			
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	●			●	●					●	●		●		●			
b.	Use an ellipsis to indicate an omission.	●			●	●			●			●		●		●			
c.	Spell correctly.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
Knowledge of Language																			
3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
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).	●	●	●	●	●			●			●		●		●			

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<p style="text-align: right;">Strategies →</p> <p style="text-align: left;">Common Core Stds ↓</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Essential Questions Identify / Restate</p>	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
Vocabulary Acquisition and Use																	
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.	●	●	●	●	●			●			●		●		●		
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).																	
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.	●	●	●	●	●			●		●	●		●		●		

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<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	●	●	●	●				●			●	●	●		●		
<p>6. Acquire & use accurately grade-appropriate general academic & domain-specific words & phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		