




# Common Core Standards Alignment (Grade 5)

English/Language Arts


[www.seaperch.org](http://www.seaperch.org)

## Legend

	Standard addressed in <b>SeaPerch Build Guide</b>
	Standard could be addressed by <b>additional activities during the SeaPerch build</b>
	Standard could be met at a <b>SeaPerch competition</b>

*Note: Only standards groups where at least one standard is met are included in the mapping below.*

## Reading: Literature (Grade 5)

Indicator	Indicator Statement	Addressed
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
RL.5.2	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.	
RL.5.3	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).	
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	
RL.5.7	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).	
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	

## Reading: Informational Text (Grade 5)

Indicator	Indicator Statement	Addressed
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
RI.5.3	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.	
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<input checked="" type="radio"/>
RI.5.5	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.	
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
RI.5.7	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.	
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
RI.5.10	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.	

## Speaking & Listening (Grade 5)

Indicator	Indicator Statement	Addressed
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	<input type="radio"/>
SL.5.1.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.	<input type="radio"/>
SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.	<input type="radio"/>
SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<input type="radio"/>

Indicator	Indicator Statement	Addressed
SL.5.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<input type="radio"/>
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<input type="radio"/>
SL.5.4	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.	
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)	<input type="radio"/>

## Language (Grade 5)

Indicator	Indicator Statement	Addressed
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<input type="radio"/>
L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences	<input type="radio"/>
L.5.1.B	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	<input type="radio"/>
L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.	<input type="radio"/>
L.5.1.D	Recognize and correct inappropriate shifts in verb tense.	<input type="radio"/>
L.5.1.E	Use correlative conjunctions (e.g., either/or, neither/nor).	<input type="radio"/>
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<input type="radio"/>
L.5.2.A	Use punctuation to separate items in a series.	
L.5.2.B	Use a comma to separate an introductory element from the rest of the sentence.	
L.5.2.C	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	

Indicator	Indicator Statement	Addressed
L.5.2.D	Use underlining, quotation marks, or italics to indicate titles of works.	
L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.	
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
L.5.3.B	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
L.5.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	
L.5.4.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.	
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.5.5.A	Interpret figurative language, including similes and metaphors, in context.	
L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.	
L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
L.5.6	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., however, although, nevertheless, similarly moreover, in addition).	

# Common Core Standards Alignment (Grade 6)

English/Language Arts

[www.seaperch.org](http://www.seaperch.org)

## Legend

	Standard addressed in <b>SeaPerch Build Guide</b>
	Standard could be addressed by <b>additional activities during the SeaPerch build</b>
	Standard could be met at a <b>SeaPerch competition</b>

*Note: Only standards groups where at least one standard is met are included in the mapping below.*

## Reading: Informational Text (Grade 6)

Indicator	Indicator Statement	Addressed
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RI.6.2	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.	
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
RI.6.5	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.	
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
RI.6.7	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.	
RI.6.8	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.	
RI.6.9	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)	
RI.6.10	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.	

## Speaking and Listening (Grade 6)

Indicator	Indicator Statement	Addressed
SL.6.1	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.	<input type="radio"/>
SL.6.1.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.	<input type="radio"/>
SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<input type="radio"/>
SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<input type="radio"/>
SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<input type="radio"/>
SL.6.2	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.	<input type="radio"/>
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
SL.6.4	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.	<input type="radio"/>
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or. (See grade 6 Language standards 1 and 3 above for specific expectations.)	<input type="radio"/>

## Language (Grade 6)

Indicator	Indicator Statement	Addressed
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<input type="radio"/>
L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).	<input type="radio"/>
L.6.1.B	Use intensive pronouns (e.g., myself, ourselves).	<input type="radio"/>
L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.	<input type="radio"/>

Indicator	Indicator Statement	Addressed
L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	<input type="radio"/>
L.6.1.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.	<input type="radio"/>
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	
L.6.2.B	Spell correctly.	
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<input type="radio"/>
L.6.3.A	Vary sentence patterns for meaning, reader/listener interest, and style.	
L.6.3.B	Vary sentence patterns for meaning, reader/listener interest, and style.	
L.6.4	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.	
L.6.4.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.	
L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	
L.6.4.C	Consult 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.	
L.6.4.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).	
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.6.5.A	Interpret figures of speech (e.g., personification) in context.	
L.6.5.B	Use the relationship between particular words (e.g., cause/ effect, part/whole, item/category) to better understand each of the words	
L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	
L.6.6	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.	

## Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects (Grades 6-8)

Indicator	Indicator Statement	Addressed
RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.	
RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	● ○ △
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	● ○ △
RST.6-8.4	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.	● ○ △
RST.6-8.5	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	●
RST.6-8.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	● ○
RST.6-8.7	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).	● ○
RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	
RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	● ○



# Common Core Standards Alignment (Grade 7)

English/Language Arts

[www.seaperch.org](http://www.seaperch.org)

## Legend

	Standard addressed in <b>SeaPerch Build Guide</b>
	Standard could be addressed by <b>additional activities during the SeaPerch build</b>
	Standard could be met at a <b>SeaPerch competition</b>

*Note: Only standards groups where at least one standard is met are included in the mapping below.*

## Reading: Informational Text (Grade 7)

Indicator	Indicator Statement	Addressed
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RI.7.2	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.	
RI.7.3	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).	
RI.7.4	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.	
RI.7.5	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.	
RI.7.6	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.	
RI.7.7	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).	
RI.7.8	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.	
RI.7.9	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	
RI.7.10	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	

## Speaking and Listening (Grade 7)

Indicator	Indicator Statement	Addressed
SL.7.1	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.	<input type="radio"/>
SL.7.1.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.	<input type="radio"/>
SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<input type="radio"/>
SL.7.1.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.	<input type="radio"/>
SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.	
SL.7.2	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.	
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<input type="radio"/>
SL.7.4	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.	<input type="radio"/>
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points	
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<input type="radio"/>

## Language (Grade 7)

Indicator	Indicator Statement	Addressed
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<input type="radio"/>
L.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.	
L.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	

Indicator	Indicator Statement	Addressed
L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.7.2.A	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	
L.7.2.B	Spell correctly.	
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	○
L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	
L.7.4	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.	
L.7.4.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.	
L.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	
L.7.4.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.	
L.7.4.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).	
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.7.5.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	
L.7.5.B	Use the relationship between particular words (e.g., synonym/ antonym, analogy) to better understand each of the words.	
L.7.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	
L.7.6	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.	

## Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects (Grades 6-8)




Indicator	Indicator Statement	Addressed
RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.	
RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	● ○ △
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	● ○ △
RST.6-8.4	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.	● ○ △
RST.6-8.5	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	●
RST.6-8.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	● ○
RST.6-8.7	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).	● ○
RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	
RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	● ○

# Common Core Standards Alignment (Grade 8)

English/Language Arts


[www.seaperch.org](http://www.seaperch.org)

## Legend

	Standard addressed in <b>SeaPerch Build Guide</b>
	Standard could be addressed by <b>additional activities during the SeaPerch build</b>
	Standard could be met at a <b>SeaPerch competition</b>

Note: Only standards groups where at least one standard is met are included in the mapping below.

## Reading: Literature (Grade 8)

Indicator	Indicator Statement	Addressed
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
RL.8.2	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.	
RL.8.3	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.	
RL.8.4	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.	
RL.8.5	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.	
RL.8.6	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.	
RL.8.7	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.	
RL.8.9	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.	
RL.8.10	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.	
RL.8.11	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	

## Speaking and Listening (Grade 8)

Indicator	Indicator Statement	Addressed
SL.8.1	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.	<input type="radio"/>
SL.8.1.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.	<input type="radio"/>
SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed	<input type="radio"/>
SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<input type="radio"/>
SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<input type="radio"/>
SL.8.2	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.	
SL.8.3	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	<input type="radio"/>
SL.8.4	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.	<input type="radio"/>
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<input type="radio"/>

## Language (Grade 8)

Indicator	Indicator Statement	Addressed
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<input type="radio"/>
L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	
L.8.1.B	Form and use verbs in the active and passive voice.	

Indicator	Indicator Statement	Addressed
L.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	
L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.	
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	
L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	
L.8.2.B	Use an ellipsis to indicate an omission.	
L.8.2.C	Spell correctly.	
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	○
L.8.3.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).	
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	
L.8.4.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.	
L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	
L.8.4.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.	
L.8.4.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).	
L87.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.8.5.A	Interpret figures of speech (e.g. verbal irony, puns) in context.	
L.8.5.B	Use the relationship between particular words to better understand each of the words.	
L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	
L.8.6	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.	

## Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects (Grades 6-8)

Indicator	Indicator Statement	Addressed
RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.	
RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	● ○ △
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	● ○ △
RST.6-8.4	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.	● ○ △
RST.6-8.5	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	●
RST.6-8.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	● ○
RST.6-8.7	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).	● ○
RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	
RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	● ○