Hillcrest Christian School
English Language Arts Standards for Grades 6 through 8

Grade 6

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature	
Key Ideas and Details	
HCS.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
HCS.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.
HCS.RL.6.3	Describe how the plot of a literary text unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.
Craft and Structure	
HCS.RL.6.4	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.
HCS.RL.6.5	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.
HCS.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
Integration of Knowledge and Ideas	
HCS.RL.6.7	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.
HCS.RL.6.8	Not applicable to literature.
HCS.RL.6.9	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.
Range of Reading and Level of Text Complexity	

HCS.RL.6.10	By the end of the school 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 Informational Text	
Key Ideas and Details	
HCS.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
HCS.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.
HCS.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).
Craft and Structure	
HCS.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
HCS.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.
HCS.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge and Ideas	
HCS.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.
HCS.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.
HCS.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).
Range of Reading and Level of Text Complexity	
HCS.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grade 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

HCS.W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.
HCS.W.6.3	Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
HCS.W.6.3a	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.
HCS.W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
HCS.W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time or setting to another.
HCS.W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
HCS.W.6.3e	Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

HCS.W.6.4	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 standard 1-3 above.)
HCS.W.6.5	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
HCS.W.6.6	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.

Research to Build and Present Knowledge

HCS.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
HCS.W.6.8	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.
HCS.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

HCS.W.6.9a	Apply grade 6 Reading standards to literary texts (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historic novels and fantasy stories] in terms of their approaches to similar themes and topics").
HCS.W.6.9b	Apply grade 6 Reading standard to literary nonfiction and/or informational texts (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").
Range of Writing	
HCS.W.6.10	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.

Grade 6

The following standards for Grade 6 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
HCS.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.
HCS.SL.6.1a	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.
HCS.SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
HCS.SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
HCS.SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
HCS.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.
HCS.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.
Presentation of Knowledge and Ideas	
HCS.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.
HCS.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
HCS.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Grade 6

The following standards for grades 6-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention to higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
HCS.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
HCS.L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
HCS.L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
HCS.L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*
HCS.L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
HCS.L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
HCS.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
HCS.L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
HCS.L.6.2b	Spell correctly.
Knowledge of Language	
HCS.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
HCS.L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.*
HCS.L.6.3b	Maintain consistency in style and tone.*
Vocabulary Acquisition and Use	

HCS.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.
HCS.L.6.4a	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.
HCS.L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., audience, auditory, audible).
HCS.L.6.4c	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.
HCS.L.6.4d	Verify the preliminary determination of the meaning of a word of phrase (e.g., by checking the inferred meaning in context or in a dictionary).
HCS.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
HCS.L.6.5a	Interpret figures of speech (e.g., personification) in context.
HCS.L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
HCS.L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
HCS.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.

Grade 7

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature	
Key Ideas and Details	
HCS.RL.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.
HCS.RL.7.2	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 accurate summary of the text based upon this analysis.
HCS.RL.7.3	Analyze how particular elements of literary text interact (e.g., how setting shapes the characters or plot).
Craft and Structure	
HCS.RL.7.4	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 (e.g., alliteration) on meaning and tone.
HCS.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
HCS.RL.7.6	Analyze how an author develops and contrasts the point of view of different characters in a text.
Integration of Knowledge and Ideas	
HCS.RL.7.7	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).
HCS.RL.7.8	Not applicable to literature.
HCS.RL.7.9	Compare and contrast fictional portrayals 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	
HCS.RL.7.10	By the end of the school 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 Informational Text
Key Ideas and Details	
HCS.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.
HCS.RI.7.2	Determine a 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 accurate summary of the text based upon this analysis.
HCS.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).
Craft and Structure	
HCS.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.
HCS.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.
HCS.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.
Integration of Knowledge and Ideas	
HCS.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).
HCS.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.
HCS.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 interpretation of facts.
Range of Reading and Level of Text Complexity	
HCS.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grade 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 7

The following standards for Grade 7 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purpose	
HCS.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
HCS.W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
HCS.W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
HCS.W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationship among claim(s), reasons, and evidence.
HCS.W.7.1d	Establish and maintain a formal style.
HCS.W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.
HCS.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
HCS.W.7.2a	Introduce a topic clearly, preview 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 aid comprehension.
HCS.W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
HCS.W.7.2c	Use appropriate transitions to create cohesion and clarify the relationship among ideas and concepts.
HCS.W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

HCS.W.7.2e	Establish and maintain a formal style.
HCS.W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
HCS.W.7.3	Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
HCS.W.7.3a	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.
HCS.W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
HCS.W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time or setting to another.
HCS.W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
HCS.W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

HCS.W.7.4	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 standard 1-3 above.)
HCS.W.7.5	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
HCS.W.7.6	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.

Research to Build and Present Knowledge

HCS.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
HCS.W.7.8	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.
HCS.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
HCS.W.7.9a	Apply grade 7 Reading standards to literary texts (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history").
HCS.W.7.9b	Apply grade 7 Reading standard to literary nonfiction and/or informational texts (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").
Range of Writing	
HCS.W.7.10	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.

Grade 7

The following standards for Grade 7 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
HCS.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.
HCS.SL.7.1a	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.
HCS.SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
HCS.SL.7.1c	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.
HCS.SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
HCS.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.
HCS.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.
Presentation of Knowledge and Ideas	
HCS.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.
HCS.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
HCS.SL.7.6	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 for specific expectations.)

Grade 7

The following standards for grades 7 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention to higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
HCS.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
HCS.L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.
HCS.L.7.1b	Choose among simple, compound complex, and compound-complex sentences to signal differing relationships among ideas.
HCS.L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
HCS.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
HCS.L.7.2a	Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
HCS.L.7.2b	Spell correctly.
Knowledge of Language	
HCS.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
HCS.L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
Vocabulary Acquisition and Use	
HCS.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.
HCS.L.7.4a	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.
HCS.L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).
HCS.L.7.4c	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.
HCS.L.7.4d	Verify the preliminary determination of the meaning of a word of phrase (e.g., by checking the inferred meaning in context or in a dictionary).
HCS.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
HCS.L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
HCS.L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
HCS.L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
HCS.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.

Grade 8

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature	
Key Ideas and Details	
HCS.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.
HCS.RL.8.2	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 accurate summary of the text based upon this analysis.
HCS.RL.8.3	Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure	
HCS.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 a specific word choices on meaning and tone, including analogies or allusions to other texts.
HCS.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 meanings and style.
HCS.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.
Integration of Knowledge and Ideas	
HCS.RL.8.7	Analyze the extent to which 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.
HCS.RL.8.8	Not applicable to literature.
HCS.RL.8.9	Analyze how myths, traditional stories, or biblical accounts influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.
Range of Reading and Level of Text Complexity	
HCS.RL.8.10	By the end of the school 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 Informational Text

Key Ideas and Details

HCS.RI.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.
HCS.RI.8.2	Determine a 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 accurate summary of the text based upon this analysis.
HCS.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

HCS.RI.8.4	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, including analogies or allusions to other texts.
HCS.RI.8.5	Analyze the structure of a specific paragraph in a text, including the role or the particular sentences in developing and refining a key concept.
HCS.RI.8.6	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.

Integration of Knowledge and Ideas

HCS.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
HCS.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognizing when irrelevant evidence is introduced.
HCS.RI.8.9	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.

Range of Reading and Level of Text Complexity

HCS.RI.8.10	By the end of the year, read and comprehend literary nonfiction in the grade 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 8

The following standards for Grade 8 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purpose	
HCS.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
HCS.W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
HCS.W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
HCS.W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationship among claim(s), reasons, counterclaims, and evidence.
HCS.W.8.1d	Establish and maintain a formal style.
HCS.W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.
HCS.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
HCS.W.8.2a	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 aid comprehension.
HCS.W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
HCS.W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationship among ideas and concepts.
HCS.W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
HCS.W.8.2e	Establish and maintain a formal style.

HCS.W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
HCS.W.8.3	Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
HCS.W.8.3a	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.
HCS.W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
HCS.W.8.3c	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 relationship among experiences and events.
HCS.W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
HCS.W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

HCS.W.8.4	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 standard 1-3 above.)
HCS.W.8.5	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
HCS.W.8.6	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.

Research to Build and Present Knowledge

HCS.W.8.7	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.
HCS.W.8.8	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.
HCS.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
HCS.W.8.9a	Apply grade 8 Reading standards to literary texts (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or biblical accounts, including describing how the material is rendered new").
HCS.W.8.9b	Apply grade 8 Reading standard to literary nonfiction and/or informational texts (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").
Range of Writing	
HCS.W.8.10	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.

Grade 8

The following standards for Grade 8 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
HCS.SL.8.1	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.
HCS.SL.8.1a	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.
HCS.SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
HCS.SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
HCS.SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
HCS.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.
HCS.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.
Presentation of Knowledge and Ideas	
HCS.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.
HCS.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
HCS.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Grade 8

The following standards for grades 8 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention to higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
HCS.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
HCS.L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in specific sentences.
HCS.L.8.1b	Form and use verbs in the active and passive voice.
HCS.L.8.1c	Recognize and correct inappropriate shifts in verb voice and mood.*
HCS.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
HCS.L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
HCS.L.8.2b	Use an ellipsis to indicate an omission.
HCS.L.8.2c	Spell correctly.
Knowledge of Language	
HCS.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
HCS.L.8.3a	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 of contrary fact).
Vocabulary Acquisition and Use	
HCS.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.
HCS.L.8.4a	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.
HCS.L.8.4b		Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., precede, recede, secede).
HCS.L.8.4c		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.
HCS.L.8.4d		Verify the preliminary determination of the meaning of a word of phrase (e.g., by checking the inferred meaning in context or in a dictionary).
HCS.L.8.5		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
HCS.L.8.5a		Interpret figures of speech (e.g., verbal irony, puns) in context.
HCS.L.8.5b		Use the relationship between particular words to better understand each of the words.
HCS.L.8.5c		Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
HCS.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.

Literacy in History in Grades 6-8

The following standards begin with Grade 6; standards for K-5 reading in history, science, and technical subjects are integrated into the K-5 Reading Standards.

Reading History	
Key Ideas and Details	
HCS.RH.6-8.1	Cite the textual evidence to support analysis of primary and secondary sources.
HCS.RH.6-8.2	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.
HCS.RH.6-8.3	Identify key steps in a test's description of a process related to history (e.g., how a bill becomes law, how interest rates are raised or lowered).
Craft and Structure	
HCS.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history.
HCS.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, casually).
HCS.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., load language, inclusion or avoidance of particular facts).
Integration of Knowledge and Ideas	
HCS.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
HCS.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
HCS.RH.6-8.9	Analyze the relationship between primary and secondary sources on the same topic.
Range of Reading and Level of Text Complexity	
HCS.RH.6-8.10	By the end of the school year, read and comprehend history texts in the grades 6-8 text complexity band independently and proficiently.

Literacy in Science and Technical Subjects Grades 6-8

The following standards begin at grade 6; standards for K-5 reading in history, science, and technical subjects are integrated into the K-5 Reading standards.

Reading Science and Technical Subjects	
Key Ideas and Details	
HCS.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical writing.
HCS.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinction from prior knowledge or opinions.
HCS.RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Craft and Structure	
HCS.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.
HCS.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.
HCS.RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
Integration of Knowledge and Ideas	
HCS.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).
HCS.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
HCS.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.
Range of Reading by Level of Text Complexity	
HCS.RST.6-8.10	By the end of the school year, read and comprehend history texts in the grades 6-8 text

| | complexity band independently and proficiently. |

Writing in History, Science and Technical Subjects Grades 6-8

The following standards begin at grade 6; standards for K-5 writing in history, science, and technical subjects are integrated into the K-5 Writing standards.

Writing	
Text Types and Purposes	
HCS.WHST.6-8.1	Write arguments focused on discipline-specific content.
HCS.WHST.6-8.1a	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.
HCS.WHST.6-8.1b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
HCS.WHST.6-8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
HCS.WHST.6-8.1d	Establish and maintain a formal style.
HCS.WHST.6-8.1e	Provide a concluding statement or section that follows from and supports the argument presented.
HCS.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
HCS.WHST.6-8.2a	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 aid comprehension.
HCS.WHST.6-8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
HCS.WHST.6-8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
HCS.WHST.6-8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
HCS.WHST.6-8.2e	Establish and maintain a formal style and objective tone.

HCS.WHST.6-8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
HCS.WHST.6-8.3	Not Applicable.

Production and Distribution of Writing

HCS.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
HCS.WHST.6-8.5	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 the purpose and audience have been addressed.
HCS.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

HCS.WHST.6-8.7	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.
HCS.WHST.6-8.8	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.
HCS.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

HCS.RST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.

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, 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.