

Main Criteria: National Theatre for Children

Secondary Criteria: North Dakota Academic Content Standards, Common Core State Standards

Subject: Language Arts

Grades: 6, 7, 8

National Theatre for Children

The importance of forming a savings habit

Common Core State Standards

Language Arts

Grade 6 - Adopted: 2010

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| STRAND / DOMAIN | CCSS.EL A-Literacy.R I.6 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.EL A-Literacy.R I.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| STANDARD | CCSS.EL A-Literacy.R I.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. |
| STANDARD | CCSS.EL A-Literacy.R I.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). |
| STRAND / DOMAIN | CCSS.EL A-Literacy.R I.6 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.EL A-Literacy.R I.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| STRAND / DOMAIN | CCSS.EL A-Literacy.R I.6 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.EL A-Literacy.R I.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. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.W.6 | Writing Standards |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.EL A-Literacy.W.6.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| EXPECTATION | CCSS.EL A-Literacy.W.6.2a | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | CCSS.EL | Develop the topic with relevant facts, definitions, concrete details, quotations, or |

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| | A-Literacy. W.6.2b | other information and examples. |
| EXPECTATION | CCSS.EL A-Literacy. W.6.2c | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION | CCSS.EL A-Literacy. W.6.2d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | CCSS.EL A-Literacy. W.6.2f | Provide a concluding statement or section that follows from the information or explanation presented. |
| STRAND / DOMAIN | CCSS.EL A-Literacy. W.6 | Writing Standards |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.EL A-Literacy. 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 standards 1–3 above.) |
| STANDARD | CCSS.EL A-Literacy. 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 on page 53.) |
| STRAND / DOMAIN | CCSS.EL A-Literacy. W.6 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.EL A-Literacy. W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| STRAND / DOMAIN | CCSS.EL A-Literacy. W.6 | Writing Standards |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.EL A-Literacy. 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. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.S L.6 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.EL A-Literacy.S L.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. |
| EXPECTATION | CCSS.EL A-Literacy.S L.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. |
| EXPECTATION | CCSS.EL A-Literacy.S L.6.1b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | CCSS.EL A- | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |

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| | Literacy.S L.6.1c | |
| STRAND / DOMAIN | CCSS.EL A- Literacy.L .6 | Language Standards |
| CATEGORY / CLUSTER | | Conventions of Standard English |
| STANDARD | CCSS.EL A- Literacy.L .6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | CCSS.EL A- Literacy.L .6.1d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | CCSS.EL A- Literacy.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. |
| STRAND / DOMAIN | CCSS.EL A- Literacy.L .6 | Language Standards |
| CATEGORY / CLUSTER | | Conventions of Standard English |
| STANDARD | CCSS.EL A- Literacy.L .6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | CCSS.EL A- Literacy.L .6.2b | Spell correctly. |
| STRAND / DOMAIN | CCSS.EL A- Literacy.L .6 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.EL A- Literacy.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. |
| EXPECTATION | CCSS.EL A- Literacy.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. |
| EXPECTATION | CCSS.EL A- Literacy.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). |
| STRAND / DOMAIN | CCSS.EL A- Literacy.L .6 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.EL A- Literacy.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. |

**Common Core State Standards
Language Arts**

Grade 7 - Adopted: 2010

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| STRAND / DOMAIN | CCSS.EL A- | Reading Standards for Informational Text |
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| | Literacy.R I.7 | |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.EL A- Literacy.R I.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. |
| STANDARD | CCSS.EL A- Literacy.R I.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. |
| STANDARD | CCSS.EL A- Literacy.R I.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). |
| STRAND / DOMAIN | CCSS.EL A- Literacy.R I.7 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.EL A- Literacy.R I.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. |
| STRAND / DOMAIN | CCSS.EL A- Literacy. W.7 | Writing Standards |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.EL A- Literacy. 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. |
| EXPECTATION | CCSS.EL A- Literacy. W.7.2a | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | CCSS.EL A- Literacy. W.7.2b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | CCSS.EL A- Literacy. W.7.2c | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| EXPECTATION | CCSS.EL A- Literacy. W.7.2d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | CCSS.EL A- Literacy. W.7.2f | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| STRAND / DOMAIN | CCSS.EL A- Literacy. W.7 | Writing Standards |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.EL A- Literacy. 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 standards 1–3 above.) |
| STANDARD | CCSS.EL A- Literacy. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for |

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| | W.7.5 | conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.) |
| STRAND / DOMAIN | CCSS.EL A-Literacy. W.7 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.EL A-Literacy. 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. |
| STANDARD | CCSS.EL A-Literacy. 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. |
| STRAND / DOMAIN | CCSS.EL A-Literacy. W.7 | Writing Standards |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.EL A-Literacy. 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. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.S L.7 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.EL A-Literacy.S L.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. |
| EXPECTATION | CCSS.EL A-Literacy.S L.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. |
| EXPECTATION | CCSS.EL A-Literacy.S L.7.1b | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | CCSS.EL A-Literacy.S L.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. |
| EXPECTATION | CCSS.EL A-Literacy.S L.7.1d | Acknowledge new information expressed by others and, when warranted, modify their own views. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.L .7 | Language Standards |
| CATEGORY / CLUSTER | | Conventions of Standard English |
| STANDARD | CCSS.EL A-Literacy.L .7.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | CCSS.EL A-Literacy.L .7.2b | Spell correctly. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.L | Language Standards |

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| CATEGORY / CLUSTER | | Knowledge of Language |
| STANDARD | CCSS.EL A- Literacy.L .7.3 | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | CCSS.EL A- Literacy.L .7.3a | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND / DOMAIN | CCSS.EL A- Literacy.L .7 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.EL A- Literacy.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. |
| EXPECTATION | CCSS.EL A- Literacy.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. |
| EXPECTATION | CCSS.EL A- Literacy.L .7.4d | 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). |
| STRAND / DOMAIN | CCSS.EL A- Literacy.L .7 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.EL A- Literacy.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. |

Common Core State Standards

Language Arts

Grade 8 - Adopted: 2010

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| STRAND / DOMAIN | CCSS.EL A- Literacy.R I.8 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.EL A- Literacy.R I.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. |
| STANDARD | CCSS.EL A- Literacy.R I.8.2 | 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. |
| STRAND / DOMAIN | CCSS.EL A- Literacy.R I.8 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.EL A- Literacy.R I.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 specific word choices on meaning and tone, including analogies or allusions to other texts. |

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| STRAND / DOMAIN | CCSS.EL A-Literacy. W.8 | Writing Standards |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.EL A-Literacy. 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. |
| EXPECTATION | CCSS.EL A-Literacy. 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 aiding comprehension. |
| EXPECTATION | CCSS.EL A-Literacy. W.8.2b | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | CCSS.EL A-Literacy. W.8.2c | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| EXPECTATION | CCSS.EL A-Literacy. W.8.2d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | CCSS.EL A-Literacy. W.8.2f | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| STRAND / DOMAIN | CCSS.EL A-Literacy. W.8 | Writing Standards |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.EL A-Literacy. 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 standards 1–3 above.) |
| STANDARD | CCSS.EL A-Literacy. 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 purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.) |
| STRAND / DOMAIN | CCSS.EL A-Literacy. W.8 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.EL A-Literacy. 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. |
| STANDARD | CCSS.EL A-Literacy. 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. |
| STRAND / DOMAIN | CCSS.EL A-Literacy. W.8 | Writing Standards |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.EL A-Literacy. 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. |

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| STRAND / DOMAIN | CCSS.EL A-Literacy.S L.8 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.EL A-Literacy.S L.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. |
| EXPECTATION | CCSS.EL A-Literacy.S L.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. |
| EXPECTATION | CCSS.EL A-Literacy.S L.8.1b | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | CCSS.EL A-Literacy.S L.8.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| EXPECTATION | CCSS.EL A-Literacy.S L.8.1d | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.L .8 | Language Standards |
| CATEGORY / CLUSTER | | Conventions of Standard English |
| STANDARD | CCSS.EL A-Literacy.L .8.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | CCSS.EL A-Literacy.L .8.1d | Recognize and correct inappropriate shifts in verb voice and mood. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.L .8 | Language Standards |
| CATEGORY / CLUSTER | | Conventions of Standard English |
| STANDARD | CCSS.EL A-Literacy.L .8.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | CCSS.EL A-Literacy.L .8.2c | Spell correctly. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.L .8 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.EL A-Literacy.L .8.4 | 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. |
| EXPECTATION | CCSS.EL A-Literacy.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. |
| EXPECTATION | CCSS.EL | Verify the preliminary determination of the meaning of a word or phrase (e.g., by |

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| | A-Literacy.L.8.4d | checking the inferred meaning in context or in a dictionary). |
| STRAND / DOMAIN | CCSS.EL A-Literacy.L.8 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.EL A-Literacy.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. |

North Dakota Academic Content Standards

Language Arts

Grade 6 - Adopted: 2011

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| CONTENT STANDARD | ND.CC.6.RI. | Reading Standards for Informational Text |
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 6.RI.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. |
| GRADE LEVEL EXPECTATION | 6.RI.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). |
| CONTENT STANDARD | ND.CC.6.RI. | Reading Standards for Informational Text |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXPECTATION | 6.RI.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| CONTENT STANDARD | ND.CC.6.RI. | Reading Standards for Informational Text |
| BENCHMARK | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | 6.RI.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. |
| CONTENT STANDARD | ND.CC.6.W. | Writing Standards |
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | 6.W.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | 6.W.2.a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | 6.W.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | 6.W.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | 6.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | 6.W.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| CONTENT STANDARD | ND.CC.6.W. | Writing Standards |
| BENCHMARK | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | 6.W.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) |
| GRADE LEVEL EXPECTATION | 6.W.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.) |

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| CONTENT STANDARD | ND.CC.6.W. | Writing Standards |
| BENCHMARK | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | 6.W.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| CONTENT STANDARD | ND.CC.6.W. | Writing Standards |
| BENCHMARK | | Range of Writing |
| GRADE LEVEL EXPECTATION | 6.W.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. |
| CONTENT STANDARD | ND.CC.6.SL. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | 6.SL.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. |
| INDICATOR | 6.SL.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. |
| INDICATOR | 6.SL.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 6.SL.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. |
| CONTENT STANDARD | ND.CC.6.L. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | 6.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR | 6.L.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| INDICATOR | 6.L.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. |
| CONTENT STANDARD | ND.CC.6.L. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | 6.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR | 6.L.2.b. | Spell correctly. |
| CONTENT STANDARD | ND.CC.6.L. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 6.L.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. |
| INDICATOR | 6.L.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. |
| INDICATOR | 6.L.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). |
| CONTENT STANDARD | ND.CC.6.L. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 6.L.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. |

**North Dakota Academic Content Standards
Language Arts**

Grade 7 - Adopted: 2011

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| CONTENT STANDARD | ND.CC.7.RI. | Reading Standards for Informational Text |
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| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | 7.RI.1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 7.RI.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. |
| GRADE LEVEL EXPECTATION | 7.RI.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). |
| CONTENT STANDARD | ND.CC.7.RI. | Reading Standards for Informational Text |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXPECTATION | 7.RI.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. |
| CONTENT STANDARD | ND.CC.7.W. | Writing Standards |
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | 7.W.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | 7.W.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | 7.W.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | 7.W.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | 7.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | 7.W.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| CONTENT STANDARD | ND.CC.7.W. | Writing Standards |
| BENCHMARK | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | 7.W.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) |
| GRADE LEVEL EXPECTATION | 7.W.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.) |
| CONTENT STANDARD | ND.CC.7.W. | Writing Standards |
| BENCHMARK | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | 7.W.7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| GRADE LEVEL EXPECTATION | 7.W.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. |
| CONTENT STANDARD | ND.CC.7.W. | Writing Standards |
| BENCHMARK | | Range of Writing |
| GRADE LEVEL EXPECTATION | 7.W.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. |
| CONTENT STANDARD | ND.CC.7.SL. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | 7.SL.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. |

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| INDICATOR | 7.SL.1.a. | Come to discussions prepared, having read or 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. |
| INDICATOR | 7.SL.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 7.SL.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. |
| INDICATOR | 7.SL.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views. |
| CONTENT STANDARD | ND.CC.7.L. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | 7.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR | 7.L.2.b. | Spell correctly. |
| CONTENT STANDARD | ND.CC.7.L. | Language Standards |
| BENCHMARK | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | 7.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | 7.L.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| CONTENT STANDARD | ND.CC.7.L. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 7.L.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. |
| INDICATOR | 7.L.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. |
| INDICATOR | 7.L.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). |
| CONTENT STANDARD | ND.CC.7.L. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 7.L.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. |

North Dakota Academic Content Standards

Language Arts

Grade 8 - Adopted: 2011

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| CONTENT STANDARD | ND.CC.8.RI. | Reading Standards for Informational Text |
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | 8.RI.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. |
| GRADE LEVEL EXPECTATION | 8.RI.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. |
| CONTENT STANDARD | ND.CC.8.RI. | Reading Standards for Informational Text |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXPECTATION | 8.RI.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. |
| CONTENT STANDARD | ND.CC.8.W. | Writing Standards |
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | 8.W.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant |

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| | | content. |
| INDICATOR | 8.W.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | 8.W.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | 8.W.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | 8.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | 8.W.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| CONTENT STANDARD | ND.CC.8.W. | Writing Standards |
| BENCHMARK | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | 8.W.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) |
| GRADE LEVEL EXPECTATION | 8.W.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.) |
| CONTENT STANDARD | ND.CC.8.W. | Writing Standards |
| BENCHMARK | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | 8.W.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. |
| GRADE LEVEL EXPECTATION | 8.W.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. |
| CONTENT STANDARD | ND.CC.8.W. | Writing Standards |
| BENCHMARK | | Range of Writing |
| GRADE LEVEL EXPECTATION | 8.W.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. |
| CONTENT STANDARD | ND.CC.8.SL. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | 8.SL.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. |
| INDICATOR | 8.SL.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. |
| INDICATOR | 8.SL.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 8.SL.1.c. | Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| INDICATOR | 8.SL.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented. |
| CONTENT STANDARD | ND.CC.8.L. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | 8.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR | 8.L.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |
| CONTENT STANDARD | ND.CC.8.L. | Language Standards |
| BENCHMARK | | Conventions of Standard English |

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| GRADE LEVEL EXPECTATION | 8.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR | 8.L.2.c. | Spell correctly. |
| CONTENT STANDARD | ND.CC.8.L. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 8.L.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. |
| INDICATOR | 8.L.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. |
| INDICATOR | 8.L.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). |
| CONTENT STANDARD | ND.CC.8.L. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 8.L.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. |