**SCS HPELW Common Core Readiness Anchor Standards: Reading, Literature, Speaking and Listening**

1. **Writing**

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| Grade level | Grade Level- 6 | Grade Level -7 | Grade Level-8 |  |
| **Key Ideas and Details** | Cite specific textual evidence to support analysis of science and technical texts. | Cite specific textual evidence to support analysis of science and technical texts. | Cite specific textual evidence to support analysis of science and technical texts. |  |
|  | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |  |
| Craft and Structure | 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. | 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. | 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. |  |
| Integration of Knowledge and Ideas | Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. |  |

1. **Reading Informational Text**

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| Grade Level | Grade level -6 | Grade Level -7 | Grade Level-8 |  |
| Key Ideas and Details | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  |
| Craft and Structure | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |  |
|  | Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | 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 | 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. | 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. | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from clai 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).ms that are not. |  |
|  | 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). | 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). | 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 |  |
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1. **Speaking and Listening**

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| Anchor Standards | Grade Level-6 | Grade Level-7 | Grade Level-8 |  |
| Comprehension and Collaboration | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | 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. | 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. |  |
|  | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | 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. | Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. |  |
|  | Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | * 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 | 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. | 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. | 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. |  |
|  | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |  |
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