

## Examples of Infusing Secondary Transition Skills into College and Career Ready Standards in English Language Arts

English Language Arts	
Standard	Activity
<b>Reading Standards for Literature 6-12</b>	
<b><i>Grade 6: Key Ideas and Details</i></b>	
6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
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 distinct from personal opinions or judgments.	
6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	
<b><i>Grade 6: Craft and Structure</i></b>	
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.	
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.	
6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	
<b><i>Grade 6: Integration of Knowledge and Ideas</i></b>	
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.	
(RL. 6.8 not applicable to literature)	
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.	
<b>Grade 6: Range of Reading and Level of Text Complexity</b>	
6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
<b>Grade 7: Key Ideas and Details</b>	
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.	
7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
<b>Grade 7: Craft and Structure</b>	
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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	
7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	
7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
<b>Grade 7: Integration of Knowledge and Ideas</b>	
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).	
(RL. 7.8 not applicable to literature)	
7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	
<b>Grade 7: Range of Reading and Level of Text Complexity</b>	
7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
<b>Grade 8: Key Ideas and Details</b>	
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.	
8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	
8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	
<b>Grade 8: Craft and Structure</b>	
8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	
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.	
<b>Grade 8: Integration of Knowledge and Ideas</b>	
8.7 Analyze the extent to which a filmed or live production	

of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	
(RL. 8.8 not applicable to literature)	
8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	
<b><i>Grade 8: Range of Reading and Level of Text Complexity</i></b>	
8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	
<b>Grades 9-10: Key Ideas and Details</b>	
9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
9-10.2 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 objective summary of the text.	
9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
<b><i>Grade 9-10: Craft and Structure</i></b>	
9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	
9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	

<p>9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the US, drawing on a wide reading of world literature.</p>	
<p><b><i>Grade 9-10: Integration of Knowledge and Ideas</i></b></p>	
<p>9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musee des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>	
<p>(RL. 9-10.8 not applicable to literature)</p>	
<p>9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	
<p><b><i>Grade 9-10: Range of Reading and Level of Text Complexity</i></b></p>	
<p>9-10.10</p> <p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	
<p><b><i>Grade 11-12: Key Ideas and Details</i></b></p>	
<p>11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Choose two postsecondary education institutions or training programs and summarize information from their website for prospective students. Identify one that would be an appropriate choice for postsecondary education/training and one that is not. Provide evidence that supports the choice. [NSTTAC]</p> <p>Performance should be evaluated through the use of a rubric. Components of rubric should</p>

	<p>include but are not limited to:</p> <ul style="list-style-type: none"> <li>-Identification of two PSE/training programs[NSTTAC]</li> <li>-Summary of information is provided[NSTTAC]</li> <li>-Identification of preferred program and evidence to support the choice[NSTTAC]</li> </ul>
11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<p>(11<sup>th</sup> Grade- American Dream/Of Mice and Men)</p> <p>What is your dream for the future? What support will you need? [NSTTAC]</p>
11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Read short stories on individuals who overcame adversity. [NSTTAC]
<b><i>Grade 11-12: Crafts and Structures</i></b>	
11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	
11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	
11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	
<b><i>Grade 11-12: Integration of Knowledge and Ideas</i></b>	
11-12.7 Analyze multiple interpretations of a story, drama,	

or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	
(RL. 11-12.8 not applicable to literature)	
11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	
<b>Grade 11-12: Range of Reading and Level of Text Complexity</b>	
<p>11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	
<b>Reading Standards for Informational Text 6-12</b>	
<b>Grade 6: Key Ideas and Details</b>	
6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
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.	
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).	
<b>Grade 6: Craft and Structure</b>	

6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
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.	
6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	
<b><i>Grade 6: Integration of Knowledge and Ideas</i></b>	
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.	
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.	
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).	
<b><i>Grade 6: Range of Reading Text and Complexity</i></b>	
6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
<b><i>Grade 7: Key Ideas and Details</i></b>	
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.	
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.	
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).	
<b><i>Grade 7: Crafts and Structures</i></b>	
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.	
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.	
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.	
<b><i>Grade 7: Integration of Knowledge and Ideas</i></b>	
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).	
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.	
7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
<b><i>Grade 7: Range of Reading and Text Complexity</i></b>	
7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
<b><i>Grade 8: Key Ideas and Details</i></b>	
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.	
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.	
8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	
<b><i>Grade 8: Craft and Structure</i></b>	

<p>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.</p>	
<p>8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	
<p>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.</p>	
<p><b><i>Grade 8: Integration of Knowledge and Ideas</i></b></p>	
<p>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.</p>	
<p>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; recognize when irrelevant evidence is introduced.</p>	
<p>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.</p>	
<p><b><i>Grade 8: Range of Reading and Level of Text Complexity</i></b></p>	
<p>8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	
<p><b><i>Grade 9-10: Key Ideas and Details</i></b></p>	
<p>9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Choose two postsecondary education institutions or training programs and summarize information from their website for prospective students. Identify one that would be an appropriate choice for postsecondary education/training and one that is not. Provide evidence that supports the choice. [NSTTAC]</p> <p>Performance should be evaluated through the use of a rubric. Components of rubric should include but are not limited to:</p>

	<p>-Identification of two PSE/training programs[NSTTAC]</p> <p>-Summary of information is provided[NSTTAC]</p> <p>-Identification of preferred program and evidence to support the choice[NSTTAC]</p>
9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>(11<sup>th</sup> Grade- American Dream/Of Mice and Men)</p> <p>What is your dream for the future? What support will you need? [NSTTAC]</p>
9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<p>Read short stories on individuals who overcame adversity. [NSTTAC]</p>
<b><i>Grade 9-10: Craft and Structure</i></b>	
9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	
9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	
9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<p>Any current or past political debate; speeches for or against any topic [NSTTAC]</p>
<b><i>Grade 9-10: Integration of Knowledge and Ideas</i></b>	
9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	
9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	

<p>9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	
<p><b><i>Grade 9-10: Range of Reading and Level of Text Complexity</i></b></p>	
<p>9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	
<p><b><i>Grade 11-12: Key Ideas and Details</i></b></p>	
<p>11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	
<p>11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	
<p>11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	
<p><b><i>Grade 11-12: Craft and Structure</i></b></p>	
<p>11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	
<p>11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or</p>	

argument, including whether the structure makes points clear, convincing, and engaging.	
11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	
<b>Grade 11-12: Integration of Knowledge and Ideas</b>	
11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	
11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	
11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	
<b>Grade 11-12: Range of Reading and Level of Text Complexity</b>	
11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	
<b>Writing Standards: 6-12</b>	
<b>Grade 6: Text Types and Purposes</b>	
6.1 Write arguments to support claims with clear reasons and relevant evidence.	

<p>6.1a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>6.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>6.1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>6.1d. Establish and maintain a formal style.</p> <p>6.1e. Provide a concluding statement or section that follows from the argument presented.</p>	
<p>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.</p> <p>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.</p> <p>6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>6.2e. Establish and maintain a formal style.</p> <p>6.2f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	
<p>6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or</p>	

<p>characters.</p> <p>6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>6.3e. Provide a conclusion that follows from the narrated experiences or events.</p>	
<b><i>Grade 6: Production and Distribution of Writing</i></b>	
<p>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.)</p>	<p>Assignment to address an issue of concern through essay competition, writing a product complaint, writing letter to the school or local paper, or a letter to be read at a school board meeting. [Erickson, A., KU]</p> <p>Have students write instructions to complete a daily task (e.g., buttoning a shirt, making a peanut butter and jelly sandwich). [Erickson, A., KU]</p>
<p>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 <a href="#">here</a>.)</p>	<p>Have students write essay based on research of a potential career pathway. [Erickson, A., KU]</p>
<p>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 to type a minimum of three pages in a single sitting.</p>	
<b><i>Grade 6: Research to Building and Present Knowledge</i></b>	
<p>6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	
<p>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.</p>	
<p>6.9 Draw evidence from literary or informational texts to</p>	

<p>support analysis, reflection, and research.</p> <p>6.9a Apply <i>grade 6 Reading standards</i> to literature (e.g., “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”).</p> <p>6.9b Apply <i>grade 6 Reading standards</i> to literary nonfiction (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”).</p>	
<p><b><i>Grade 6: Range of Writing</i></b></p>	
<p>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.</p>	
<p><b><i>Grade 7: Text Types and Purposes</i></b></p>	
<p>7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>7.1d Establish and maintain a formal style.</p> <p>7.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>	
<p>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.</p> <p>7.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification,</p>	

<p>comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>7.2e Establish and maintain a formal style.</p> <p>7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
<p>7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<p><b><i>Grade 7: Production and Distribution of Writing</i></b></p>	
<p>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.)</p>	

<p>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 purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 <a href="#">here</a>.)</p>	
<p>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.</p>	
<p><b><i>Grade 7: Research to Build and Present Knowledge</i></b></p>	
<p>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.</p>	
<p>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.</p>	
<p>7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>7.9a Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>7.9b Apply <i>grade 7 Reading standards</i> to literary nonfiction (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”).</p>	
<p><b><i>Grade 7: Range of Writing</i></b></p>	
<p>7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames</p>	

<p>(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p><b>Grade 8: Text Types and Purposes</b></p>	
<p>8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>8.1d Establish and maintain a formal style.</p> <p>8.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>	
<p>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.</p> <p>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.</p> <p>8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>8.2d Establish and maintain a formal style.</p> <p>8.2e Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
<p>8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant</p>	

<p>descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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 relationships among experiences and events.</p> <p>8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<b><i>Grade 8: Production and Distribution of Writing</i></b>	
<p>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.)</p>	
<p>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 <a href="#">here</a>.)</p>	
<p>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.</p>	
<b><i>Grade 8: Research to Build and Present Knowledge</i></b>	
<p>8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused</p>	

<p>questions that allow for multiple avenues of exploration.</p>	
<p>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.</p>	
<p>8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>8.9a Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>8.9b Apply <i>grade 8 Reading standards</i> to literary nonfiction (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”).</p>	
<b>Grade 8: Range of Writing</b>	
<p>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.</p>	
<b>Grade 9-10: Text Types and Purposes</b>	
<p>9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that</p>	<p>Compare and contrast two types of health insurance offered through a potential job and identify the pros and cons of both. Choose the one that offers the best package and create a “commercial” that summarizes the information for the chosen plan. [NSTTAC]</p> <p>Performance should be evaluated through the use of a rubric. Components of rubric should include but are not limited to:</p> <p>-Accurately identify three major pros for each health insurance in contrast to the other choice[NSTTAC]</p>

<p>anticipates the audience’s knowledge level and concerns.</p> <p>9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> <li>-Accurately identify three major cons for each health insurance in contrast to the other choice[NSTTAC]</li> <li>-Provides evidence that is written for the specific audience (i.e., self, middle age, or older age) [NSTTAC]</li> <li>-Uses transitional words to link the major ideas[NSTTAC]</li> <li>-Writes with a formal tone[NSTTAC]</li> <li>-Chooses best plan and offers support for choice[NSTTAC]</li> <li>-Creates a “commercial” that highlights the pros for the chosen plan[NSTTAC]</li> </ul>
<p>9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>9-10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>9-10.2f Provide a concluding statement or section that</p>	

<p>follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	
<p>9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>9-10.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>9-10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>9-10.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Write a narrative about a character who is graduating high school. Identify one of your own three post-school goals for them to participate in from the three outcome areas (i.e., independent living, employment, postsecondary education/training). Fictionalize the other two goals for the character. [NSTTAC]</p>
<p><b><i>Grade 9-10: Production and Distribution of Writing</i></b></p>	
<p>9-10.4 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.)</p>	<p>Participate in the IEP process by developing new goals. Write the goals using appropriate organization and style. [NSTTAC]</p>
<p>9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language</p>	<p>Participate in the IEP process by developing new goals. Revise the goals based on instructor feedback. [NSTTAC]</p>

standards 1–3 up to and including grades 9–10 <a href="#">here.</a> )	
9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	Follow and participate in an online forum that poses questions through the term on functional activities. [NSTTAC]
<b><i>Grade 9-10: Research to Build and Present Knowledge</i></b>	
9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Identify one possible location to move to based post-school, independent living goals. Research locations to answer the following questions: [NSTTAC]
9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 9-10.9a Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). 9-10.9b Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the	

<p>argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	
<p><b>Grade 9-10: Range of Writing</b></p>	
<p>9-10.10 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 tasks, purposes, and audiences.</p>	
<p><b>Grade 11-12: Text Types and Purposes</b></p>	
<p>11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Compare and contrast two types of health insurance offered through a potential job and identify the pros and cons of both. Choose the one that offers the best package and create a “commercial” that summarizes the information for the chosen plan. [NSTTAC]</p> <p>Performance should be evaluated through the use of a rubric. Components of rubric should include but are not limited to:</p> <ul style="list-style-type: none"> <li>-Accurately identify three major pros for each health insurance in contrast to the other choice[NSTTAC]</li> <li>-Accurately identify three major cons for each health insurance in contrast to the other choice[NSTTAC]</li> <li>-Provides evidence that is written for the specific audience (i.e., self, middle age, or older age) [NSTTAC]</li> <li>-Uses transitional words to link the major ideas[NSTTAC]</li> <li>-Writes with a formal tone[NSTTAC]</li> <li>-Chooses best plan and offers support for choice[NSTTAC]</li> <li>-Creates a “commercial” that highlights the pros for the chosen plan[NSTTAC]</li> </ul>
<p>11-12.2 Write informative/explanatory texts to examine</p>	

<p>and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topics).</p>	
<p>11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to</p>	<p>Write a narrative about a character who is graduating high school. Identify one of your own three post-school goals for them to participate in from the three outcome areas (i.e., independent living, employment, postsecondary education/training). Fictionalize the other two goals for the character. [NSTTAC]</p>

<p>develop experiences, events, and/or characters.</p> <p>11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<b><i>Grade 11-12: Production and Distribution of Writing</i></b>	
<p>11-12.4 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.)</p>	<p>Participate in the IEP process by developing new goals. Write the goals using appropriate organization and style. [NSTTAC]</p>
<p>11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 <a href="#">here</a>.)</p>	<p>Participate in the IEP process by developing new goals. Revise the goals based on instructor feedback. [NSTTAC]</p>
<p>11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>Follow and participate in an online forum that poses questions through the term on functional activities. [NSTTAC]</p>
<b><i>Grade 11-12: Research to Build and Present Knowledge</i></b>	
<p>11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the</p>	<p>Identify one possible location to move to based post-school, independent living goals. Research locations to answer the following questions: [NSTTAC]</p>

<p>inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	
<p>11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	
<p>11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.            11-12.9a Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).            11-12.9b Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	
<p><b>Grade 11-12: Range of Writing</b></p>	
<p>11-12.10 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 tasks, purposes, and audiences.</p>	
<p><b>Speaking and Listening Standards 6-12</b></p>	
<p><b>Grade 6: Comprehension and Collaboration</b></p>	
<p>6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>,</p>	<p>Engage students in online assignments (e.g., secure online discussion board, asynchronous question and answer) [Erickson, A., KU]</p>

<p>building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>Students prepare notes and questions for class presentations. [Erickson, A., KU]</p> <p>Students are prepared to contribute to group project work during designated class times. [Erickson, A., KU]</p>
<p>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.</p>	<p>Keep journal of idioms to define in class from outside of class and outside of school. {Erickson, A, KU]</p>
<p>6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	
<p><b>Grade 6: Presentation of Knowledge and Ideas</b></p>	
<p>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.</p>	
<p>6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	
<p>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 <a href="#">here</a> for specific expectations.)</p>	<p>Phone answering skills. [Erickson, A., KU]</p>
<p><b>Grade 7: Comprehension and Collaboration</b></p>	
<p>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.</p>	<p>Socratic circles with fishbowl topics. [Erickson, A., KU]</p>

<p>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.</p> <p>7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	
<p>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.</p>	
<p>7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	
<b>Grade 7: Presentation of Knowledge and Ideas</b>	
<p>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.</p>	
<p>7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	
<p>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 <a href="#">here</a> for specific expectations.)</p>	
<b>Grade 8: Comprehension and Collaboration</b>	
<p>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.</p>	

<p>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.</p> <p>8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	
<p>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.</p>	
<p>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.</p>	
<p><b><i>Grade 8: Presentation of Knowledge and Ideas</i></b></p>	
<p>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.</p>	
<p>8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	
<p>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 <a href="#">here</a> for specific expectations.)</p>	
<p><b><i>Grade 9-10: Comprehension and Collaboration</i></b></p>	
<p>9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and</p>	<p>Participate in a student-run leadership group that explores both educational and social issues (e.g., IDEA, bullying, peer pressure). One student is designated to research the topic and present</p>

<p>teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>information that is relevant to the group while facilitating a discussion on that issue during the meeting. [NSTTAC]</p> <p>Performance should be evaluated through the use of a rubric. Components of rubric should include but are not limited to:</p> <ul style="list-style-type: none"> <li>-Student leader prepares research on the assigned topic[NSTTAC]</li> <li>-Student defines rules and roles for participating group members[NSTTAC]</li> <li>-Student leader poses questions to facilitate discussion and encourages participation from all members[NSTTAC]</li> <li>-Addresses questions by relating them to larger ideas[NSTTAC]</li> <li>-Clarify, verify, and/or challenge opinions[NSTTAC]</li> <li>-Summarize points of agreement and disagreement[NSTTAC]</li> <li>-Justify own views[NSTTAC]</li> <li>-Make connections to new evidence[NSTTAC]</li> </ul>
<p>9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>Observe and summarize current trends in fashion (i.e. scarfs); do observations in hallway or community, do a representation quantitatively, visually, orally (could incorporate math standards into this as well) [NSTTAC]</p>
<p>9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	
<p><b><i>Grade 9-10: Presentation of Knowledge and Ideas</i></b></p>	

<p>9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>Participate in an IEP meeting. Discuss present level of performance on current goals (including data) and propose new goals based on current goal performance, post-school goals, and preferences, interests, needs, and strengths. [NSTTAC]</p> <p>X= PSE; X= Ind. Living</p>
<p>9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Participate in an IEP meeting. Present a portfolio of work through the use of power point and other digital media (e.g., video, pictures). [NSTTAC]</p> <p>X= PSE; X = Ind. Living</p>
<p>9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>	<p>Participate in a variety of mock interviews (e.g., work, college, training program, etc.). Adapt language as needed for the various contexts. [NSTTAC]</p> <p>X= PSE; X= Ind. Living</p>
<p><b><i>Grade 11-12: Comprehension and Collaboration</i></b></p>	
<p>11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>11-12.1d Respond thoughtfully to diverse perspectives;</p>	

synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	
11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
<b>Grade 11-12: Presentation of Knowledge and Ideas</b>	
11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Participate in an IEP meeting. Discuss present level of performance on current goals (including data) and propose new goals based on current goal performance, post-school goals, and preferences, interests, needs, and strengths. [NSTTAC]  X= PSE; X= Ind. Living
11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Participate in an IEP meeting. Present a portfolio of work through the use of power point and other digital media (e.g., video, pictures). [NSTTAC]  X= PSE; X = Ind. Living
11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)	Participate in a variety of mock interviews (e.g., work, college, training program, etc.). Adapt language as needed for the various contexts. [NSTTAC]  X= PSE; X= Ind. Living
<b>Language Standards 6-12</b>	
<b>Grade 6: Conventions of Standard English</b>	
6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).	Write for a variety of purposes and demonstrate understanding of different audiences (e.g., texting, note writing, essay writing) [Erickon, A., KU]

<p>6.1b Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>6.1c Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>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.*</p>	
<p>6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>6.2b. Spell correctly.</p>	
<p><b>Grade 6: Knowledge of Language</b></p>	
<p>6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>6.3a Vary sentence patterns for meaning, reader/ listener interest, and style.*</p> <p>6.3b Maintain consistency in style and tone.*</p>	
<p><b>Grade 6: Vocabulary Acquisition and Use</b></p>	
<p>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.</p> <p>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.</p> <p>6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>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.</p> <p>6.4d. Verify the preliminary determination of the</p>	

<p>meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
<p>6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6.5a Interpret figures of speech (e.g., personification) in context.</p> <p>6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	
<p>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.</p>	
<b>Grade 7: Conventions of Standard English</b>	
<p>7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>7.1a Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	
<p>7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>7.2a Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>7.2b Spell correctly.</p>	
<b>Grade 7: Knowledge of Language</b>	

<p>7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	
<p><b>Grade 7: Vocabulary Acquisition and Use</b></p>	
<p>7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>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.</p> <p>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).</p>	
<p>7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	
<p>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</p>	

important to comprehension or expression.	
<b>Grade 8: Conventions of Standard English</b>	
<p>8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>8.1b Form and use verbs in the active and passive voice.</p> <p>8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>8.1d Recognize and correct inappropriate shifts in verb voice and mood.*</p>	
<p>8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>8.2b Use an ellipsis to indicate an omission.</p> <p>8.2c Spell correctly.</p>	
<b>Grade 8: Knowledge of Language</b>	
<p>8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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 contrary to fact).</p>	
<b>Grade 8: Vocabulary Acquisition and Use</b>	
<p>8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>8.4b Use common, grade-appropriate Greek or Latin</p>	Review job postings and demonstrate understanding of key words. [Erickson, A., KU]

<p>affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>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.</p> <p>8.4d 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).</p>	
<p>8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>8.5b Use the relationship between particular words to better understand each of the words.</p> <p>8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	
<p>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.</p>	
<p><b>Grade 9-10: Conventions of Standard English</b></p>	
<p>9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>9-10.1a Use parallel structure.*</p> <p>9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>Prepare a plan for post school life including plans for living, working, and attending school or relevant training program. Additionally, include recreation/leisure activities and any supports needed to achieve post-school goals. [NSTTAC]</p> <p>Lead educational conference (e.g., IEP meeting) and present plan for post-school life to team members. [NSTTAC]</p> <p>Performance should be evaluated through the use of a rubric. Components of rubric should include but are not limited to:</p>

	<p>-identification of goals in living, working, school attendance, recreation/leisure activities[NSTTAC]</p> <p>-identification of supports for each goal[NSTTAC]</p> <p>-use of parallel structure[NSTTAC]</p> <p>-use of phrases (e.g., noun, verb, adjectival, participial) and clauses (e.g., independent, dependent, etc.) to convey specific meanings and add variety and interest[NSTTAC]</p> <p style="text-align: center;">(grades 9-10)</p>
<p>9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>9-10.2b Use a colon to introduce a list or quotation.</p> <p>9-10.2c Spell correctly.</p>	
<p><b>Grade 9-10: Knowledge of Language</b></p>	
<p>9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p>Read scenarios from several different settings with varying levels of formality (e.g., text messages/emails, time with friends, at work, interview for college, etc.) and identify how certain phrases change their meanings from context to context[NSTTAC]</p>
<p><b>Grade 9-10: Vocabulary Acquisition and Use</b></p>	
<p>9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>Read a user’s manual for an item that will be used during post-school life (e.g., kitchen appliance, vacuum, camera, etc.). Use various reading comprehension strategies to determine the definition of unknown words (i.e., context clues, analysis of work meanings, consultation of reference materials) [NSTTAC]</p>

<p>9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>9-10.4c 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, its part of speech, or its etymology.</p> <p>9-10.4d 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).</p>	
<p>9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>9-10.5b Analyze nuances in the meaning of words with similar denotations.</p>	
<p>9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><b><i>Grade 11-12: Conventions of Standard English</i></b></p>	
<p>11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>11-12.1b Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage</i>) as needed.</p>	
<p>11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p>	

<p>when writing.          11-12a Observe hyphenation conventions.          11-12b Spell correctly.</p>	
<p><b>Grade 11-12: Knowledge of Language</b></p>	
<p>11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.          11-12.3a Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>Read scenarios from several different settings with varying levels of formality (e.g., text messages/emails, time with friends, at work, interview for college, etc.) and identify how certain phrases change their meanings from context to context[NSTTAC]</p>
<p><b>Grade 11-12: Vocabulary Acquisition and Use</b></p>	
<p>11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.          11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.          11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).          11-12.4c 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, its part of speech, its etymology, or its standard usage.          11-12.4d 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).</p>	<p>Read a user’s manual for an item that will be used during post-school life (e.g., kitchen appliance, vacuum, camera, etc.). Use various reading comprehension strategies to determine the definition of unknown words (i.e., context clues, analysis of work meanings, consultation of reference materials) [NSTTAC]</p>
<p>11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	

<p>11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. 11-12.5b. Analyze nuances in the meaning of words with similar denotations.</p>	
<p>11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	