



Middle School Mock Trial Correlations to Grades 6-8 English Language Arts Standards

Reading Standards for Informational Text

Sixth Grade	Seventh Grade	Eighth Grade
Key Ideas and Details		
RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.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.
RI.6.2: Determine a central idea of a text and analyze its development over the course of the text; summarize the text.	RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text and their relationship to one another; summarize the text.	RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.
RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	RI.8.3: Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure		
RI.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.	RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	RI.8.4: Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.
RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	RI.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.
RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.	RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas		
RI.6.7: Integrate information presented in different formats (e.g., print or digital text, video, multimedia) to develop a coherent understanding of a topic or issue.	RI.7.7: Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text's portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).	RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.6.8: Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	RI.7.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.	RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced.

RI.6.9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity		
RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range	RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.8.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently.

Writing Standards

Text Types and Purposes		
<p>W.6.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the 	<p>W.7.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal 	<p>W.8.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s),

Updated: July 22, 2013

<p>argument presented</p>	<p>style. e. Provide a concluding statement or section that follows from and supports the argument presented</p>	<p>counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 	<p>W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain- 	<p>W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

<ul style="list-style-type: none"> e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 	<p>specific vocabulary to inform about or explain the topic.</p> <ul style="list-style-type: none"> e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented 	<ul style="list-style-type: none"> e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p>W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 	<p>W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and 	<p>W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the

e. Provide a conclusion that follows from the narrated experiences or events.	events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing		
W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	W.8.5: 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.)
W.6.6: Use technology, including the Internet, to produce and publish a minimum of three pages of writing as well as to interact and collaborate with others.	W.7.6: Use technology, including the Internet, to produce and publish a minimum of four pages of writing as well as to interact and collaborate with others.	W.8.6: Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and collaborate with others.
Research to Build Knowledge		Research to Build and Present Knowledge
W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

<p>W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources</p>	<p>W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. 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). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., —Delineate 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>W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. 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]). b. Apply <i>grade 7 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 sufficient to support the claims). 	<p>W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. 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). b. 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 and identifying when irrelevant evidence is introduced).

Range of Writing

W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
--	--	--

Speaking and Listening Standards

Comprehension and Collaboration

SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none">a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. With guidance and support from adults, work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or	SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none">a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on	SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none">a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.c. Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence,
--	--	--

<p>issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.</p>	<p>observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p>
<p>SL.6.2: Interpret information presented in graphical, oral, visual or multimodal formats and explain how it contributes to a topic, text, or issue under study.</p>	<p>SL.7.2: Analyze the main ideas and supporting details presented in graphical, oral, visual, or multimodal formats and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>SL.8.2: Determine the purpose of information in graphical, oral, visual, or multimodal formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
<p>SL.6.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SL.7.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.</p>	<p>SL.8.3: Delineate a speaker’s argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence.</p>
Presentation of Knowledge and Ideas		
<p>SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation</p>	<p>SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>

<p>SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language for specific expectations.)</p>	<p>SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language for specific expectations.)</p>	<p>SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)</p>
--	--	--

Language Standards

Conventions		Conventions in Writing and Speaking
<p>L.6.1: Observe conventions of grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 	<p>L.7.1: Observe conventions of grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 	<p>L.8.1: Observe conventions of grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*

<p>L.6.2: Observe conventions of capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly. 	<p>L.7.2: Observe conventions of capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. 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>). b. Spell correctly. 	<p>L.8.2: Observe conventions of capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly
Effective Language Use		
<p>L.6.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.* 	<p>L.7.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>L.8.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.</p> <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Vocabulary Acquisition and Usage		

<p>L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. 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>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>L.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> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. 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>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. <p>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>L.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> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
--	---	---

<p>L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. 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>L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	<p>L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>)
<p>L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary</p>	<p>L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.</p>	<p>L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.</p>