National Theatre for Children

What YOU can do to conserve energy

Common Core State Standards

Language Arts

Grade **6** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RL.6	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	CCSS.ELA-Literacy.RL.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.
STRAND / DOMAIN	CCSS.ELA-Literacy.RL.6	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RL.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.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	CCSS.ELA-Literacy.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).
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA	Determine the meaning of words and phrases as they are used in a text, including

	A-Literacy.RI.6.4	figurative, connotative, and technical meanings
STRAND / DOMAIN	**CCSS.ELA-Literacy.RI.6**	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Integration of Knowledge and Ideas**
STANDARD	CCSS.ELA-Literacy.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / DOMAIN	**CCSS.ELA-Literacy.W.6**	**Writing Standards**
CATEGORY / CLUSTER		**Research to Build and Present Knowledge**
STANDARD	CCSS.ELA-Literacy.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.ELA-Literacy.W.6.9a	Apply grade 6 reading standards 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'').
STRAND / DOMAIN	**CCSS.ELA-Literacy.SL.6**	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	CCSS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.ELA-Literacy.SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / DOMAIN	**CCSS.ELA-Literacy.L.6**	**Language Standards**
CATEGORY / CLUSTER		**Vocabulary Acquisition and Use**
STANDARD	CCSS.ELA-Literacy.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.ELA-Literacy.L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.ELA-Literacy.L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	**CCSS.ELA-**	**Language Standards**

	Literacy.L.6	
CATEGORY / CLUSTER		**Vocabulary Acquisition and Use**
STANDARD	CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core State Standards

Language Arts

Grade **7** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RL.7	**Reading Standards for Literature**
CATEGORY / CLUSTER		**Key Ideas and Details**
STANDARD	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.ELA-Literacy.RL.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.
STANDARD	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND / DOMAIN	CCSS.ELA-Literacy.RL.7	**Reading Standards for Literature**
CATEGORY / CLUSTER		**Range of Reading and Level of Text Complexity**
STANDARD	CCSS.ELA-Literacy.RL.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.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.7	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Key Ideas and Details**
STANDARD	CCSS.ELA-Literacy.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.
STANDARD	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
STANDARD	CCSS.ELA-Literacy.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).
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.7	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Craft and Structure**
STANDARD	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND / DOMAIN	CCSS.ELA-Literacy.SL.7	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	CCSS.ELA-Literacy.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.ELA-Literacy.SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	CCSS.ELA-Literacy.SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.7	**Language Standards**
CATEGORY / CLUSTER		**Vocabulary Acquisition and Use**
STANDARD	CCSS.ELA-Literacy.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.ELA-Literacy.L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.ELA-Literacy.L.7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CCSS.ELA-Literacy.L.7	**Language Standards**
CATEGORY / CLUSTER		**Vocabulary Acquisition and Use**
STANDARD	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core State Standards

Language Arts

Grade **8** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RL.8	**Reading Standards for Literature**
CATEGORY / CLUSTER		**Key Ideas and Details**
STANDARD	CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD	CCSS.ELA-Literacy.RL.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.
STRAND / DOMAIN	CCSS.ELA-Literacy.RL.8	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.ELA-Literacy.RL.8	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RL.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.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.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.
STANDARD	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.ELA-Literacy.S	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	CCSS.ELA-Literacy.SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.ELA-Literacy.L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.ELA-Literacy.L.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).
STRAND / DOMAIN	CCSS.ELA-Literacy.L.8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Kentucky Academic Standards

Language Arts

Grade **6** - Adopted: **2010**

STRAND	KY.CC.6.RL.	Reading Standards for Literature
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / ORGANIZER	6.RL.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.
STANDARD / ORGANIZER	6.RL.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.
STRAND	KY.CC.6.RL.	Reading Standards for Literature
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	6.RL.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.
STRAND	KY.CC.6.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / ORGANIZER	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD / ORGANIZER	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND	KY.CC.6.	Reading Standards for Informational Text

	RI.	
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND	KY.CC.6. RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	KY.CC.6-12.RT.	Range of Text Types for 6-12: Students in grades 6-12 apply the reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / GOAL		Literature
STANDARD / ORGANIZER	6-12.RT.1.	Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels
STRAND	KY.CC.6-12.RT.	Range of Text Types for 6-12: Students in grades 6-12 apply the reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / GOAL		Informational Text
STANDARD / ORGANIZER	6-12.RT.4.	Literary Nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience
STRAND	KY.CC.C CRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	CCRA-R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
STANDARD / ORGANIZER	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / ORGANIZER	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND	KY.CC.C CRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	CCRA-R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND	KY.CC.C CRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	CCRA-R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / ORGANIZER	CCRA-R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND	KY.CC.C CRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND	KY.CC.6. W.	Writing Standards
CATEGORY /		Research to Build and Present Knowledge

GOAL		
STANDARD / ORGANIZER	**6.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
EXPECTATION	**6.W.9.a.**	**Apply grade 6 reading standards 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'').**
STRAND	**KY.CC.CCRA-W.**	**College and Career Readiness Anchor Standards for Writing**
CATEGORY / GOAL		**Research to Build and Present Knowledge**
STANDARD / ORGANIZER	**CCRA-W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
STRAND	**KY.CC.6.SL.**	**Speaking and Listening Standards**
CATEGORY / GOAL		**Comprehension and Collaboration**
STANDARD / ORGANIZER	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	**6.SL.1.a.**	**Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**
EXPECTATION	**6.SL.1.b.**	**Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.**
EXPECTATION	**6.SL.1.c.**	**Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.**
STRAND	**KY.CC.CCRA-SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
CATEGORY / GOAL		**Comprehension and Collaboration**
STANDARD / ORGANIZER	**CCRA-SL.1.**	**Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**
STRAND	**KY.CC.6.L.**	**Language Standards**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	**6.L.4.a.**	**Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**
EXPECTATION	**6.L.4.d.**	**Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**
STRAND	**KY.CC.6.L.**	**Language Standards**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**6.L.6.**	**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
STRAND	**KY.CC.CCRA-L.**	**College and Career Readiness Anchor Standards for Language**
CATEGORY / GOAL		**Knowledge of Language**
STANDARD / ORGANIZER	**CCRA-L.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.**
STRAND	**KY.CC.CCRA-L.**	**College and Career Readiness Anchor Standards for Language**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**CCRA-L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting**

| STANDARD /
ORGANIZER | CCRA-
L.6. | general and specialized reference materials, as appropriate. |
| STANDARD /
ORGANIZER | CCRA-
L.6. | Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression. |

Kentucky Academic Standards

Language Arts

Grade **7** - Adopted: **2010**

STRAND	KY.CC.7.RL.	Reading Standards for Literature
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / ORGANIZER	7.RL.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.
STANDARD / ORGANIZER	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND	KY.CC.7.RL.	Reading Standards for Literature
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	7.RL.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.
STRAND	KY.CC.7.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / ORGANIZER	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
STANDARD / ORGANIZER	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND	KY.CC.7.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND	KY.CC.6-12.RT.	Range of Text Types for 6-12: Students in grades 6-12 apply the reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / GOAL		Literature
STANDARD / ORGANIZER	6-12.RT.1.	Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels
STRAND	KY.CC.6-12.RT.	Range of Text Types for 6-12: Students in grades 6-12 apply the reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / GOAL		Informational Text
STANDARD / ORGANIZER	6-12.RT.4.	Literary Nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY /		Key Ideas and Details

GOAL		
STANDARD / ORGANIZER	CCRA-R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
STANDARD / ORGANIZER	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / ORGANIZER	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	CCRA-R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	CCRA-R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / ORGANIZER	CCRA-R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND	KY.CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND	KY.CC.7.SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND	KY.CC.CCRA-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	CCRA-SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND	KY.CC.7.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD /	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and

ORGANIZER		phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	KY.CC.7.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	CCRA-L.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.
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	CCRA-L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / ORGANIZER	CCRA-L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

Kentucky Academic Standards

Language Arts

Grade **8** - Adopted: **2010**

STRAND	KY.CC.8.RL.	Reading Standards for Literature
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / ORGANIZER	8.RL.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.
STRAND	KY.CC.8.RL.	Reading Standards for Literature
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	8.RL.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.
STRAND	KY.CC.8.RL.	Reading Standards for Literature
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	8.RL.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.
STRAND	KY.CC.8.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Key Ideas and Details
STANDARD /	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text

ORGANIZER		says explicitly as well as inferences drawn from the text.
STANDARD / ORGANIZER	8.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND	KY.CC.8.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND	KY.CC.6-12.RT.	Range of Text Types for 6-12: Students in grades 6-12 apply the reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / GOAL		Literature
STANDARD / ORGANIZER	6-12.RT.1.	Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels
STRAND	KY.CC.6-12.RT.	Range of Text Types for 6-12: Students in grades 6-12 apply the reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / GOAL		Informational Text
STANDARD / ORGANIZER	6-12.RT.4.	Literary Nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	CCRA-R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
STANDARD / ORGANIZER	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / ORGANIZER	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	CCRA-R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	CCRA-R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / ORGANIZER	CCRA-R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND	KY.CC.8.W.	Writing Standards
CATEGORY / GOAL		Text Types and Purposes

STANDARD / ORGANIZER	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
STRAND	**KY.CC.CCRA-W.**	**College and Career Readiness Anchor Standards for Writing**
CATEGORY / GOAL		**Research to Build and Present Knowledge**
STANDARD / ORGANIZER	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND	**KY.CC.8.SL.**	**Speaking and Listening Standards**
CATEGORY / GOAL		**Comprehension and Collaboration**
STANDARD / ORGANIZER	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND	**KY.CC.CCRA-SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
CATEGORY / GOAL		**Comprehension and Collaboration**
STANDARD / ORGANIZER	CCRA-SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND	**KY.CC.8.L.**	**Language Standards**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	**KY.CC.8.L.**	**Language Standards**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND	**KY.CC.CCRA-L.**	**College and Career Readiness Anchor Standards for Language**
CATEGORY / GOAL		**Knowledge of Language**
STANDARD / ORGANIZER	CCRA-L.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.
STRAND	**KY.CC.CCRA-L.**	**College and Career Readiness Anchor Standards for Language**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD /	CCRA-	Determine or clarify the meaning of unknown and multiple-meaning words and

ORGANIZER	L.4.	phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / ORGANIZER	CCRA-L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.