

## Kindergarten CCS Outline of Concepts for K-12 ELA

Speech-Language Topic Area	Common Core Learning Standards for English Language Arts & Literacy
Phonological	<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge of one-to-one letter sound correspondence.</li> <li>• Sounding out words phonetically.</li> <li>• Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>• Recognize and produce rhyming words.</li> <li>• Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, CVC) words.</li> <li>• Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>
Semantic/Vocabulary Concepts	<ul style="list-style-type: none"> <li>• Ask and answer questions about unknown words in context.</li> <li>• Use and understanding of frequently occurring prepositions (ex: to, from, in, out, on, off, for, of, by, with).</li> <li>• Sort common objects into categories to gain a sense of the concepts the categories represent (ex: shapes, foods).</li> </ul>
Expressive Language	<ul style="list-style-type: none"> <li>• Describe connections between a story and pictures.</li> <li>• Describe events in the order they occurred.</li> <li>• Describe people, places, things and events to provide additional detail.</li> <li>• Use frequently occurring nouns and verbs in narration.</li> <li>• Form regular plural nouns by adding /s/ or /es/.</li> <li>• Produce and expand complete sentences in shared language activities.</li> </ul>
Receptive Language	<ul style="list-style-type: none"> <li>• Understand literacy concepts for author, illustrator, narrator.</li> <li>• Ask and answer questions about key details on a story.</li> <li>• Describe the connection between individuals, events and ideas within a story/text.</li> <li>• Understand question words /who, what, when, where, why, how/.</li> <li>• Identify new meanings for familiar words and apply them accurately (homonyms).</li> <li>• Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• Follow agreed upon rules for discussions (ex: listening to others and taking turns speaking about the topic of discussion).</li> <li>• Conversation turn taking for multiple exchanges within the same topic.</li> <li>• Asking for clarification or help when something is not understood.</li> <li>• Speak audibly to express thoughts, feelings and ideas clearly.</li> </ul>

### First Grade CCS Outline of Concepts for K-12 ELA

Speech-Language Topic Area	Common Core Learning Standards for English Language Arts & Literacy
Phonological	<ul style="list-style-type: none"> <li>• Identify rhyming words (within a poem).</li> <li>• Sound symbol correspondence</li> <li>• Understand concept of syllables and word formation.</li> <li>• Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.</li> <li>• Distinguish long from short vowel sounds.</li> <li>• Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.</li> <li>• Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>
Semantic/Vocabulary Concepts	<ul style="list-style-type: none"> <li>• Literature concepts (character, setting, author, narrator, illustrator, fiction, non-fiction).</li> <li>• Compare/contrast; similarities and differences.</li> <li>• Noun &amp; adjective concepts to describe characters in a story, people, places, things.</li> <li>• Define words by category and by one or more key attributes.</li> <li>• Concepts for the "5 senses"/</li> <li>• Using contextual clues to understand word meanings.</li> <li>• Grade level synonyms, antonyms, homonyms.</li> </ul>
Expressive Language	<ul style="list-style-type: none"> <li>• Formulate questions about a story.</li> <li>• Describing key ideas in a story using adjectives.</li> <li>• Use of temporal words to indicate order of events in narrative.</li> <li>• Use of temporal words to indicate order of events in narrative.</li> <li>• Personal and possessive pronouns.</li> <li>• Verb tenses (past, present, future).</li> <li>• Conjunctions (and, so, but, or, because).</li> </ul>
Receptive Language	<ul style="list-style-type: none"> <li>• Drawing conclusions from a story.</li> <li>• Understanding Main Idea to answer questions.</li> <li>• Using illustrations in a story to draw conclusions.</li> <li>• Demonstrate understanding of story sequencing.</li> <li>• Understanding categories.</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• Asking for clarification.</li> <li>• Use of inflection to place emphasis on a word/meaning.</li> <li>• Discuss and supporting opinions.</li> <li>• Conversational rules for turn taking, topic maintenance and conversational repair.</li> </ul>

## Second Grade CCS Outline of Concepts for K-12 ELA

Speech-Language Topic Area	Common Core Learning Standards for English Language Arts & Literacy
Phonological	<ul style="list-style-type: none"> <li>• Concepts for rhyming, alliteration.</li> <li>• Distinguish between long and short vowel sounds.</li> <li>• Know spelling sound correspondence for common vowel team.</li> </ul>
Semantic/Vocabulary Concepts	<ul style="list-style-type: none"> <li>• Discuss similarities &amp; differences between two stories.</li> <li>• Use of adjective concepts to describe actions, thought, feeling.</li> <li>• Understanding of how pre-fixes and suffixes changed the meaning of a word (ex; un-,re-, -ed, -est).</li> <li>• Use and understanding of adverbs and adjectives to describe.</li> </ul>
Expressive Language	<ul style="list-style-type: none"> <li>• Formulate /wh/ questions.</li> <li>• Connecting opinion with reasons using linking words (because, and, also).</li> <li>• Use of temporal words to signal order of events.</li> <li>• Telling/re-telling a story with relevant facts and descriptive details.</li> <li>• Use of /wh/ questions to request information and/or details.</li> <li>• Produce, expand and re-arrange simple and compound sentences.</li> <li>• Demonstrate a command of the conventions of standards English grammar (nouns, reflexive pronouns, irregular plural nouns, irregular past tense, adjectives and adverbs).</li> <li>• Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</li> </ul>
Receptive Language	<ul style="list-style-type: none"> <li>• Answer /wh/ questions.</li> <li>• Use of text or picture clues for understanding of main idea; context clues.</li> <li>• Ability to follow multi-step directions to complete an academic task.</li> <li>• Describing details from a text read aloud.</li> <li>• Use of knowledge of the meaning of individual words to predict the meaning of compound words (ex: birdhouse, bookshelf).</li> <li>• Understand shades of meaning with closely related words, synonyms (ex; thin, skinny, slender).</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• Topic maintenance for oral and written language.</li> <li>• Relating prior knowledge/experiences to a topic to answer a question.</li> <li>• Turn taking. Conversational repair.</li> <li>• Read grade level text using appropriate rate and expression, using perspectives of character and narration.</li> <li>• Asking for clarification from speaker.</li> </ul>

### Third Grade CCS Outline of Concepts for K-12 ELA

Speech-Language Topic Area	Common Core Learning Standards for English Language Arts & Literacy
Phonological	<ul style="list-style-type: none"> <li>• Apply grade level phonics and word analysis skills.</li> <li>• Identify and know the meaning of the most common prefixes and derivational suffixes.</li> </ul>
Semantic/Vocabulary Concepts	<ul style="list-style-type: none"> <li>• Literacy concepts such as chapter, verse, stanza; understanding the relationship of how each successive part of a story builds on earlier sections.</li> <li>• Understanding the meaning of a word from its use in text of a verbal story; distinguishing literal from non-literal.</li> <li>• Describe the characters from a story and explain how their actions contribute to the sequence of events (ex: cause-effect).</li> <li>• Compare and contrast themes, settings and characters between similar stories.</li> <li>• Explain function of nouns, pronouns, verbs, adjectives and adverbs in a sentence.</li> </ul>
Expressive Language	<ul style="list-style-type: none"> <li>• Ask questions about a text; ask questions to check for understanding.</li> <li>• Describe events using sequence words (first, second, third etc.).</li> <li>• Use linking words/phrases (ex: because, therefore, since, for example) to connect opinions/reasons.</li> <li>• Use linking words and phrases (ex: also, another, and, more, but) to connect ideas within categories.</li> <li>• Use temporal words and phrases to signal event order.</li> <li>• Ask and answer questions about information from a speaker, offering appropriate elaboration/detail.</li> <li>• Form and use regular and irregular plural nouns and verbs.</li> <li>• Form and use superlative and comparative adjectives and adverbs.</li> <li>• Produce simple, compound and complex sentences using appropriate subject-verb agreement.</li> </ul>
Receptive Language	<ul style="list-style-type: none"> <li>• Determine the main idea of a text; recount the key details and explain how they support main idea.</li> <li>• Use information gained from illustrations and the words in a text to demonstrate understanding of the text (ex: where, when, why and how key events occur).</li> <li>• Recount an experience with appropriate facts and relevant, descriptive details.</li> <li>• Use sentence level context as a clue to the meaning of a word.</li> <li>• Distinguish the literal and non-literal meaning of words and phrases in context.</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• Recite grade-level prose and poetry orally with accuracy, appropriate rate and expression.</li> <li>• Engage effectively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly. Provide reasons to support an opinion.</li> <li>• Follow agreed upon rules for discussion (ex: gaining the floor in respectful ways, listening to others with care, speaking one at a time about a topic).</li> </ul>

### Fourth Grade CCS Outline of Concepts for K-12 ELA

Speech-Language Topic Area	Common Core Learning Standards for English Language Arts & Literacy
Phonological	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter sound correspondences, syllabification patterns and morphology to read accurately unfamiliar multi-syllabic words in and out of context.</li> </ul>
Semantic/Vocabulary Concepts	<ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases as they are used in a text.</li> <li>• Literary concepts (poem, drama, prose, verse, rhythm, meter, cast, setting, dialogue).</li> <li>• Demonstrate understanding of figurative language, word relationships and nuances of word meanings (similes, metaphors, idioms, adages, proverbs, antonyms, synonyms).</li> </ul>
Expressive Language	<ul style="list-style-type: none"> <li>• Explain the main idea of a text/story and how it is supported by key details; summarize.</li> <li>• Describe the overall structure of events, ideas, concepts, or information in a text/story (ex: chronology, comparison, cause/effect, problem and solution).</li> <li>• Link opinion and reasons using words and phrases (ex: for instance, in order to, in addition).</li> <li>• Link ideas within categories of information using words and phrases (ex: another, for example, also, because).</li> <li>• Report on a topic or text, tell a story, or recount and experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.</li> <li>• Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>• Form and use progressing endings (-ing).</li> <li>• Form and use prepositional phrases.</li> </ul>
Receptive Language	<ul style="list-style-type: none"> <li>• Determine the main idea of a text/story.</li> <li>• Integrate information from two texts on the same topic in order to speak knowledgeable about topic.</li> <li>• Recall and categorize information within a topic.</li> <li>• Paraphrase information presented orally.</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• Orally present grade level prose and poetry with appropriate rate and expression.</li> <li>• Support opinions with reasons and information that are supported by facts and details.</li> <li>• Engage effectively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly.</li> <li>• Conversational turn taking; make comments that contribute to the discussion and link the remarks of others.</li> <li>• Speak clearly and at an understandable rate.</li> </ul>

### Fifth Grade CCS Outline of Concepts for K-12 ELA

Speech-Language Topic Area	Common Core Learning Standards for English Language Arts & Literacy
Phonological	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter sound correspondences, syllabification patterns and morphology to read accurately unfamiliar multi-syllabic words in and out of context.</li> </ul>
Semantic/Vocabulary Concepts	<ul style="list-style-type: none"> <li>• Literary concepts including investigate, analysis, compare, contrast and evidence.</li> <li>• Use context as a clue to the meaning of a word or phrase.</li> <li>• Interpret figurative language, including similes and metaphors in context.</li> <li>• Recognize and explain the meaning of common idioms, adages and proverbs.</li> <li>• Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>
Expressive Language	<ul style="list-style-type: none"> <li>• Explain how the main idea/s of a story are supported by key details.</li> <li>• Link opinion and reasons using words, phrases and clauses (ex: consequentially, specifically).</li> <li>• State an opinion and provide logically ordered reasons that are supported by fact and details.</li> <li>• Link ideas within and across categories of information using words, phrases and clauses (ex: in contrast, especially).</li> <li>• Use precise language and domain specific vocabulary to inform about or explain a topic.</li> <li>• Pose specific topic related questions during conversation and make comments that contribute to the discussion.</li> <li>• Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes.</li> <li>• Use verb tense to convey various times, sequences, states and conditions.</li> </ul>
Receptive Language	<ul style="list-style-type: none"> <li>• Determine two or more main ideas of a test/story.</li> <li>• Respond to topic specific questions during conversation.</li> <li>• Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• Orally present grade level prose and poetry with appropriate rate and expression.</li> <li>• Engage effectively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly.</li> <li>• Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> </ul>

### Sixth Grade CCS Outline of Concepts for K-12 ELA

Speech-Language Topic Area	Common Core Learning Standards for English Language Arts & Literacy
Phonological	
Semantic/Vocabulary Concepts	<ul style="list-style-type: none"> <li>• Literary concepts (plot, genre, inference, perspective, narrative).</li> <li>• Determine the meaning of words and phrases as they are used in a text including figurative, connotative and technical meanings.</li> <li>• Use precise language and domain specific vocabulary to inform about or explain a topic.</li> </ul>
Expressive Language	<ul style="list-style-type: none"> <li>• Compare and contrast one author's presentation of events with that of another.</li> <li>• Support claims within an argument with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic.</li> <li>• Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.</li> <li>• Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when speaking (proper case pronouns, subject-verb agreement, tense forms).</li> <li>• Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic or issue under discussion.</li> </ul>
Receptive Language	<ul style="list-style-type: none"> <li>• Demonstrate comprehension of stories; compare and contrast stories presented in different forms or genres.</li> <li>• Review the key ideas expressed in discussion and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> <li>• Interpret information presented in diverse formats and explain how it contributes to a topic or discussion.</li> <li>• Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</li> <li>• Use context as a clue to the meaning of a word or phrase.</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>• Engage actively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing ideas clearly.</li> <li>• Use appropriate eye contact, adequate volume and clear pronunciation during the presentation of oral information.</li> </ul>



### Seventh Grade CCS Outline of Concepts for K-12 ELA

Speech-Language Topic Area	Common Core Learning Standards for English Language Arts & Literacy
<b>Phonological</b>	<ul style="list-style-type: none"> <li>Analyze the impact of rhymes and other repetitions of sounds (ex: alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> </ul>
<b>Semantic/Vocabulary Concepts</b>	<ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a text including figurative, connotative and technical meaning; analyze the impact of a specific words choice on meaning and tone.</li> </ul>
<b>Expressive Language</b>	<ul style="list-style-type: none"> <li>Use words, phrases and clauses to create cohesion and clarify the relationship among claim/s, reasons and evidence presented during an argument or discussion.</li> <li>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples: using appropriate eye contact, adequate volume and clear pronunciation.</li> <li>Demonstrate command of the conventions of standard English grammar and usage when speaking.</li> <li>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>Form simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.</li> <li>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> </ul>
<b>Receptive Language</b>	<ul style="list-style-type: none"> <li>Draw evidence from literary and informational texts to support analysis, reflection and research.</li> <li>Analyze the main ideas and supporting details presented in diverse media formats and explain how the ideas clarify a topic.</li> <li>Interpret figures of speak (ex: literary, biblical and mythological).</li> <li>Use the relationship between particular words (ex: antonym/synonym) to better understand each of the words.</li> <li>Use context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of unknown and multiple-meaning words and phrases.</li> </ul>
<b>Pragmatic</b>	<ul style="list-style-type: none"> <li>Engage actively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing ideas clearly.</li> <li>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 (conversational repair).</li> <li>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>



### Eighth Grade CCS Outline of Concepts for K-12 ELA

Speech-Language Topic Area	Common Core Learning Standards for English Language Arts & Literacy
Phonological	
Semantic/Vocabulary Concepts	<ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>
Expressive Language	<ul style="list-style-type: none"> <li>• Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</li> <li>• Use words, phrases and clauses to create cohesion and clarify.</li> <li>• Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.</li> <li>• Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples: using appropriate eye contact, adequate volume and clear pronunciation.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when speaking (gerunds, participles, infinitives, active/passive voice etc.).</li> </ul>
Receptive Language	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</li> <li>• Interpret figures of speech (ex: verbal irony, puns) in context.</li> <li>• Use the relationship between particular words to better understand each of the words.</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• Engage actively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing ideas clearly.</li> <li>• Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>• Follow rules for collegial discussions and decision making.</li> </ul>

# 9<sup>th</sup>-10<sup>th</sup> Grade CCS Outline of Concepts for K-12 ELA

Speech-Language Topic Area	Common Core Learning Standards for English Language Arts & Literacy
Phonological	
Semantic/Vocabulary Concepts	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use context (ex: 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.</li> </ul>
Expressive Language	<ul style="list-style-type: none"> <li>• Introduce precise claims, distinguish the claims from alternate or opposing claims and create and organization that establishes clear relationships among claims, counterclaims, reasons and evidence.</li> <li>• Use words, phrases and clauses to create cohesion and clarify the relationship between claims and reasons, between reasons and evidence and between claims and counterclaims.</li> <li>• Introduce a topic; organize complex ideas, concepts and information to make important connections.</li> <li>• 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.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when speaking.</li> </ul>
Receptive Language	<ul style="list-style-type: none"> <li>• Develop factual, interpretive and evaluative questions for further exploration of the topic/s.</li> <li>• 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.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection and research.</li> <li>• Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> <li>• Interpret figures of speech (ex: euphemisms, oxymoron) in context and analyze their role in text/conversation.</li> <li>• 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 listening.</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing ideas clearly.</li> <li>• 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.</li> <li>• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>

# 11<sup>th</sup>-12<sup>th</sup> Grade CCS Outline of Concepts for K-12 ELA

## Common Core Learning Standards for English Language Arts & Literacy

### Speech-Language Topic Area

#### Phonological

#### Semantic/Vocabulary Concepts

#### Expressive Language

#### Receptive Language

#### Pragmatic

- 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.
- Use words, phrases and clauses as well as varied syntax to create cohesion and clarify the relationship between claims and reasons, between reasons and evidence and between claims and counterclaims.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of a topic.
- 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 (ex: a sense of mystery, suspense, growth or resolution).
- Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or character.
- Demonstrate command of the conventions of standard English grammar and usage when speaking.
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text/conversation from what is really meant (ex: satire, sarcasm, irony or understatement).
- Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
- Analyze a complex set of events and explain how specific individuals, ideas or events interact and develop over the course of the text/story.
- Respond thoughtfully to diverse perspectives; 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 a task.
- Interpret figures of speech (ex: hyperbole, paradox) in context and analyze their role in text/conversation.
- Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing ideas clearly.
- Work with peers to promote civil, democratic discussions and decision making.
- Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate.