

# Delaware Content Standards Grade Band Extensions English Language Arts





## Acknowledgements

Development of the Delaware Content Standards Grade Band Extensions was a collaborative effort between the Delaware Department of Education and the Center for Disabilities Studies at the University of Delaware. Committee panels, comprised of speech/language pathologists and special and general educators throughout the state of Delaware, worked together to create the extensions. Much appreciation to:

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Special thanks to Martha Toomey, Brian M. Touchette, and the staff of Exceptional Children Resources at the Delaware Department of Education for their funding and support. With gratitude to the many family and community members, school administrators, and university faculty who provided valuable input and guidance through advisory panels. The Delaware Content Standards Grade Band Extensions would not be possible without the support of all contributors who worked tirelessly to create a guiding tool to support access to the general education curriculum for all students.

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## Introduction

In August 2010, the state of Delaware adopted the Common Core State Standards (CCSS) for English Language Arts and Mathematics. The CCSS are now part of the Delaware Content Standards. Recognizing the need to make the content standards accessible for all students, the Delaware Department of Education in collaboration with the Center for Disabilities Studies at the University of Delaware developed the Delaware Grade Band Extensions.

### Grade Band Extensions

The extensions are designed to assist teachers in providing access to the general education curriculum for students with significant intellectual disabilities. Students receiving instruction based on the grade band extensions total approximately 1% of Delaware's student population and are assessed through the Delaware Comprehensive Assessment System Alternate Assessment (DCAS-Alt1).

Standards (academic skills) from the CCSS were identified within the following grade bands: K-2, 3-5, 6-8, and High School. For each standard, three levels of extensions were created from highest to lowest complexity. Extensions are meant to provide a continuum of entry points related to the English Language Arts and Mathematics standards. Following the full text of the standard, the extensions are organized as follows:

- Extension 1—Most complex application of the standard
- Extension 2—Less complex application of the standard
- Extension 3—Least complex application of the standard

Within each grade band, standards were selected from the highest grade. If a concept was not represented within the highest grade, a standard that reflects the concept was included from a lower grade. Some standards within specific grade bands were not extended due to the complexity of the skills and are not included in this document.

*Please note, students should not be categorized according to a particular extension level. Instead, instruction should target extensions appropriate to individual strengths which may vary across standards.*

### Purpose

The extensions will be used by school personnel to plan and implement lessons based on academic standards. Extensions will assist special educators in planning academic activities aligned to the state standards. In planning academic activities, teachers must consider incorporation of non-academic skills necessary for student success such as communication, self-determination, gross/fine motor, and social skills.

Additionally, the extensions will be the basis of the DCAS-Alt1. Students will participate in DCAS-Alt1 testing in the fall and spring of each school year. Test items will be aligned to the extensions. Therefore, it is imperative that students receive instruction aligned to the extensions throughout the school year.

### Considerations for Use

The Delaware Grade Band Extensions do not specify individual accommodations or supports that may be necessary for students to access the curriculum. When designing lessons based on the extensions, teachers should consider the unique learning needs of each student and employ the necessary accommodations. According to the CCSS *Application to Students with Disabilities* document (CCSSO 2010),

These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

In addition to considering accommodations, teachers should reference the complete CCSS document for grade-specific standards, text and writing exemplars, and suggested texts. The Delaware Grade Band Extensions are not meant to replace the Delaware Content Standards but to be used as a companion document. To view the Delaware Content Standards which include the CCSS, visit the Delaware Department of Education website at [www.doe.k12.de.us](http://www.doe.k12.de.us).

## Navigating the Delaware Grade Band Extensions

The document is divided by **grade bands**, and each section is identified by color-coded bars at the top and bottom of each page: K-2, blue; 3-5, pink; 6-8, green; HS, yellow.

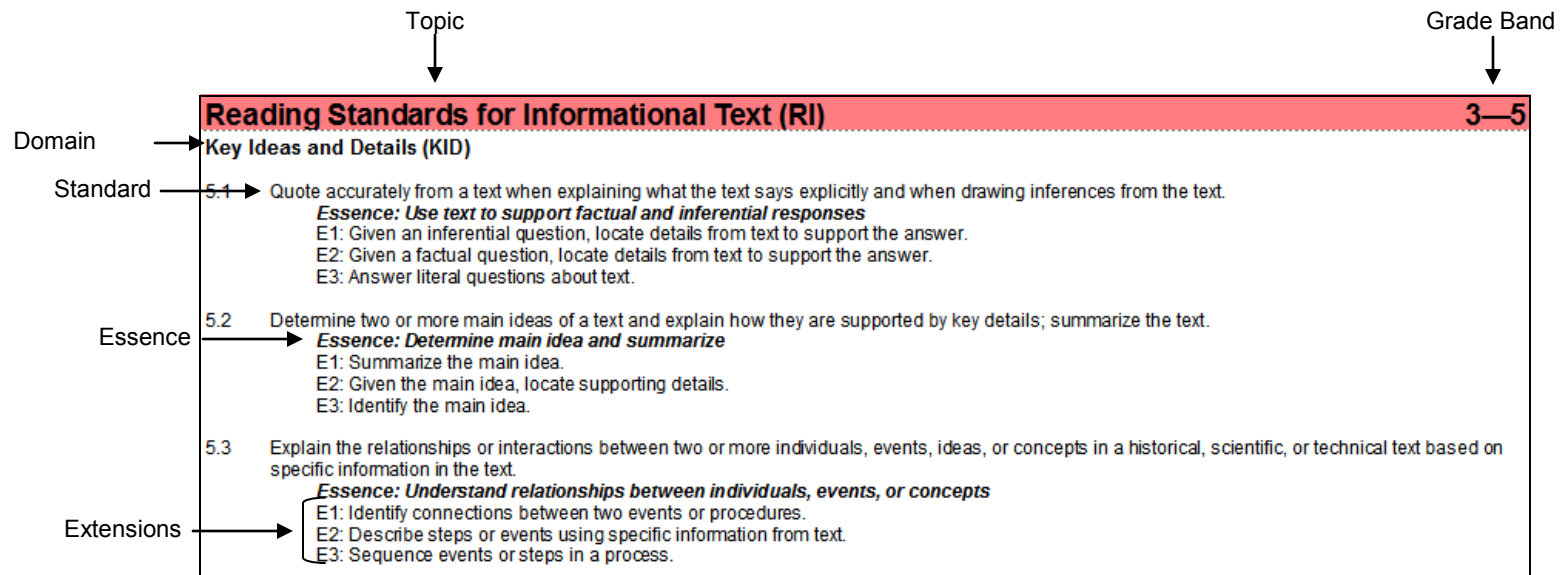
**Topics** are larger groups of related standards.

**Domains** are groups of related standards. Standards from different domains may sometimes be closely related.

**Standards** define what students should understand and be able to do.

**Essence** is the main idea of the standard.

**Extensions** are entry points to the standard.





Grade Band K-2





## Key Ideas and Details (KID)

- 2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  
**Essence: Ask and answer questions about text**  
 E1: Ask questions with prompting and support and independently answer text-based questions.  
 E2: Independently answer text-based questions.  
 E3: With prompting and support, answer text-based questions.
- 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  
**Essence: Recount story and identify the main idea**  
 E1: Retell a familiar story with a few details and demonstrate an understanding of its main idea.  
 E2: Retell a familiar story with a few details.  
 E3: Identify the main idea of a story.
- 2.3 Describe how characters in a story respond to major events and challenges.  
**Essence: Character development**  
 E1: Identify events or challenges related to a character.  
 E2: Describe a character.  
 E3: Identify a character.

## Craft and Structure (CS)

- 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  
**Essence: Identify patterns in text**  
 E1: Identify repeated words, phrases, or rhymes in a story, poem, or song.  
 E2: Identify words or phrases in a story or poem that suggest feelings.  
 E3: Identify familiar words and phrases.
- 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  
**Essence: Text structure**  
 E1: Describe the beginning and ending of a story.  
 E2: Sequence events related to a story.  
 E3: Identify the beginning and/or ending of a story.
- 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  
**Essence: Point of view**  
 E1: Identify the point of view of a character.  
 E2: Identify which character is speaking.  
 E3: Name one or more character(s).

**Integration of Knowledge and Ideas (IKI)**

- 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Essence: Connect illustrations to text**

- E1: Use an illustration and details from a story to describe the characters, setting, or events.  
E2: Tell what is happening in an illustration.  
E3: Identify a given component of an illustration.

- 2.8 (Not applicable to literature)

- 2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**Essence: Compare versions of the same story**

- E1: Describe differences between two versions of a story.  
E2: Describe similarities between two versions of a story.  
E3: Identify characters that are part of both story versions.

**Range of Reading and Level of Text Complexity (RRLTC)**

- 2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Essence: Reading comprehension**

No extensions available - grade-level reading materials should be adapted to the student's reading level.

## Key Ideas and Details (KID)

- 2.1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.  
**Essence: Ask and answer questions about text**  
 E1: Answer questions including who, what, where, when, why, and how.  
 E2: Answer literal questions including who, what, where, and when.  
 E3: Identify who, what, and where within text.
- 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.  
**Essence: Locate main idea**  
 E1: Identify the main idea of a text.  
 E2: Identify the topic and retell key details of a text.  
 E3: Identify the topic of a text.
- 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  
**Essence: Connect events, concepts, or steps**  
 E1: Identify connections between two events or procedures.  
 E2: Describe steps or events.  
 E3: Sequence steps or events.

## Craft and Structure (CS)

- 2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.  
**Essence: Word meaning**  
 E1: Make connections with other key words in a text to determine their meanings.  
 E2: Ask and answer questions about unknown words in a text.  
 E3: Match a word with a picture/object that indicates its meaning.
- 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  
**Essence: Identify elements of informational text**  
 E1: Use captions, bold print, subheadings, glossaries, indexes, electronic menus, or icons to locate key information.  
 E2: Locate the elements (e.g., headings, tables of contents, glossaries) within informational text.  
 E3: Identify the front cover, back cover, and title page of a book.
- 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  
**Essence: Author's purpose**  
 E1: Describe how the pictures or words are related to the author's purpose.  
 E2: Identify the main purpose of a text.  
 E3: Identify the topic of a text.

### Integration of Knowledge and Ideas (IKI)

- 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  
**Essence: Connect images to text**  
E1: Use an image to clarify the meaning of a text.  
E2: Describe an image from a text.  
E3: Match text to an image.
- 2.8 Describe how reasons support specific points the author makes in a text.  
**Essence: Connect supporting details to the author's point**  
E1: Locate a reason/detail that supports the author's point.  
E2: Identify the author's point.  
E3: Identify the topic of a text.
- 2.9 Compare and contrast the most important points presented by two texts on the same topic.  
**Essence: Compare and contrast points of two texts**  
E1: Describe differences in graphic or written sources.  
E2: Describe similarities in graphic or written sources.  
E3: Given two texts or graphic sources, determine whether or not the topics are the same.

### Range of Reading and Level of Text Complexity (RRLTC)

- 2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
**Essence: Reading comprehension**  
No extensions available - grade-level reading materials should be adapted to the student's reading level.

**Print Concepts (PC)**

- 1.1 Demonstrate understanding of the organization and basic features of print.

**Essence: Organization of print**

- E1: Identify a sentence in print.  
E2: Track words from left to right.  
E3: Orient print media correctly.

**Phonological Awareness (PA)**

- 1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**Essence: Understand words and sounds**

- E1: Divide a word into syllables.  
E2: Add or substitute individual sounds in simple, one-syllable words to make new words.  
E3: Identify rhyming words.

**Phonics and Word Recognition (PWR)**

- 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

**Essence: Use phonics to decode words**

- E1: Decode consonant-vowel-consonant (CVC) words.  
E2: Recognize sight words.  
E3: Imitate letter sounds.

**Fluency (FL)**

- 2.4 Read with sufficient accuracy and fluency to support comprehension.

**Essence: Read fluently**

- E1: Read orally with accuracy.  
E2: Recognize sight words.  
E3: Identify familiar sight words.

**Text Types and Purposes (TTP)**

- 2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.  
**Essence: Write opinion pieces**  
E1: Describe an opinion and provide reasons.  
E2: Describe an opinion.  
E3: Describe a personal preference.
- 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  
**Essence: Write informative pieces**  
E1: Write about a topic and provide supporting facts.  
E2: Write about a topic.  
E3: Choose a writing topic.
- 2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  
**Essence: Write narrative pieces**  
E1: Write about events and provide details to describe actions, thoughts, or feelings.  
E2: Write about events.  
E3: Sequence events.

**Production and Distribution of Writing (PDW)**

- 2.4 (Begins in grade 3)
- 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  
**Essence: Revise and edit**  
E1: Revise writing to maintain focus on a topic.  
E2: Add detail(s) to strengthen writing.  
E3: Respond to questions/suggestions about writing.
- 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  
**Essence: Use digital tools to produce and publish writing**  
E1: Select and use a digital tool to produce writing.  
E2: Use a digital tool to produce writing.  
E3: Explore digital tools to produce writing.

**Research to Build and Present Knowledge (RBPK)**

2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

***Essence: Participate in shared research***

E1: Recall details from research to share with the group.

E2: Select a detail from research to share with the group.

E3: Identify sources for information on a designated topic.

2.8 Recall information from experiences or gather information from provided sources to answer a question.

***Essence: Recall and gather information***

E1: Recall details from experiences or research.

E2: Select a detail from experiences or research.

E3: Answer a question about experiences or research.

2.9 (Begins in grade 4)

**Range of Writing (RW)**

2.10 (Begins in Grade 3)

**Comprehension and Collaboration (CC)**

- 2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  
**Essence: Participate in collaborative conversations**  
E1: Participate in discussions by connecting group members' comments.  
E2: Continue a conversation through multiple exchanges.  
E3: Follow rules for conversation (e.g., turn-taking).
- 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  
**Essence: Recall key ideas from a presentation**  
E1: Recall two or more ideas from a presentation.  
E2: Identify one idea from a presentation.  
E3: Identify the topic of a presentation.
- 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  
**Essence: Ask and answer questions about a speaker's topic**  
E1: Ask questions for comprehension/clarification.  
E2: Answer questions about a given topic.  
E3: Answer questions about a familiar topic.

**Presentation of Knowledge and Ideas (PKI)**

- 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  
**Essence: Tell a story or recount an experience**  
E1: Tell a story.  
E2: Describe a person, place, thing, or event related to a story or experience.  
E3: Describe a familiar person, place, thing, or event.
- 2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  
**Essence: Add visual displays to stories/experiences**  
E1: Add drawings/visuals to enhance a presentation and clarify details.  
E2: Add drawings/visuals to enhance a story.  
E3: Choose drawings/visuals related to a story.
- 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)  
**Essence: Speak with complete sentences**  
E1: Express thoughts in complete sentences.  
E2: Express thoughts in one-word responses.  
E3: Respond appropriately with yes/no.



**Conventions of Standard English (CSE)**

- 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**Essence: English grammar and usage**  
E1: Form a sentence using a subject, verb, and predicate.  
E2: Identify a noun and describe using adjectives.  
E3: Print or identify upper or lower case letters.
- 2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
**Essence: Conventions of writing**  
E1: Write a simple sentence beginning with a capital letter and ending with punctuation.  
E2: Produce words using phonetic spelling.  
E3: Use familiar sight words to express a thought.

**Knowledge of Language (KL)**

- 3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
**Essence: Language conventions**  
E1: Demonstrate appropriate use of English (formal vs. informal) when speaking.  
E2: Participate in discussion using appropriate language.  
E3: Participate in discussion.

**Vocabulary Acquisition and Use (VAU)**

- 2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.  
**Essence: Word meaning**  
E1: Use context clues to determine the meanings of unknown words.  
E2: Identify new meanings of familiar words with multiple meanings.  
E3: Identify the meanings of familiar words.
- 2.5 Demonstrate understanding of word relationships and nuances in word meanings.  
**Essence: Word relationships**  
E1: Identify real-life connections between words and their uses.  
E2: Sort words into categories.  
E3: Sort common objects into categories.
- 2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).  
**Essence: Generalize words and phrases**  
E1: Use words/phrases acquired from familiar stories when speaking.  
E2: Identify familiar words/phrases.  
E3: Match adjectives to nouns introduced in text or conversation.



Grade Band 3-5





## Key Ideas and Details (KID)

- 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
**Essence: Use text to support factual and inferential responses**  
E1: Given an inferential question, locate details from text to support the answer.  
E2: Given a factual question, locate details from text to support the answer.  
E3: Answer literal questions about text.
- 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  
**Essence: Determine the main idea and summarize text**  
E1: Describe the main idea of a text.  
E2: Recount stories, including fables and folk tales.  
E3: Identify events or details from a familiar story.
- 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  
**Essence: Compare and contrast story elements**  
E1: Compare characters, settings, or events.  
E2: Describe characters, settings, or events.  
E3: Identify characters, settings, or events.

## Craft and Structure (CS)

- 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  
**Essence: Word meaning including figurative language**  
E1: Describe the meaning of words and phrases as they are used in a text.  
E2: Identify words or phrases in stories/poems that suggest feelings.  
E3: Match a word with a picture/object that indicates its meaning.
- 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  
**Essence: Text structure**  
E1: Describe the beginning and ending of a story, drama, or poem.  
E2: Sequence three events in a story, drama, or poem.  
E3: Identify the beginning of a story, drama, or poem.
- 5.6 Describe how a narrator's or speaker's point of view influences how events are described.  
**Essence: Point of view and purpose**  
E1: Identify who is telling the story to determine point of view.  
E2: Identify the point of view of one character.  
E3: Identify one or more character(s).

**Integration of Knowledge and Ideas (IKI)**

- 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**Essence: Connect visual elements to text**

E1: Describe how visual elements relate to text.

E2: Describe what is happening in the visual element.

E3: Identify one component of the visual element.

- 5.8 (Not applicable to literature)

- 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**Essence: Compare and contrast stories**

E1: Describe differences between two stories from the same genre.

E2: Describe similarities between two stories from the same genre.

E3: Identify similar characters in two stories.

**Range of Reading and Level of Text Complexity (RRLTC)**

- 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**Essence: Reading comprehension**

No extensions available - grade-level reading materials should be adapted to the student's reading level.

**Key Ideas and Details (KID)**

- 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
**Essence: Use text to support factual and inferential responses**  
 E1: Given an inferential question, locate details from text to support the answer.  
 E2: Given a factual question, locate details from text to support the answer.  
 E3: Answer literal questions about text.
  
- 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  
**Essence: Determine main idea and summarize**  
 E1: Summarize the main idea.  
 E2: Given the main idea, locate supporting details.  
 E3: Identify the main idea.
  
- 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  
**Essence: Understand relationships between individuals, events, or concepts**  
 E1: Identify connections between two events or procedures.  
 E2: Describe steps or events using specific information from text.  
 E3: Sequence events or steps in a process.

**Craft and Structure (CS)**

- 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.  
**Essence: Word meaning**  
 E1: Make connections with other key words in a text to determine their meanings.  
 E2: Ask or answer questions about unknown words in a text.  
 E3: Match a word with a picture/object that indicates its meaning.
  
- 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  
**Essence: Text structure**  
 E1: Identify the structure of a text.  
 E2: Use text features to locate information.  
 E3: Identify a characteristic/element in one text structure.
  
- 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  
**Essence: Compare multiple accounts of the same event**  
 E1: Compare two accounts of the same event/topic.  
 E2: Identify differences between two accounts of the same event/topic.  
 E3: Identify similarities between two accounts of the same event/topic.

### Integration of Knowledge and Ideas (IKI)

- 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Essence: Locate answers to questions about text**  
E1: Locate answers to questions about print/graphic sources.  
E2: Answer literal questions about print sources.  
E3: Answer literal questions about graphic sources (e.g., simple maps, graphs, charts).
- 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Essence: Connect supporting details to points in a text**  
E1: Locate a reason/detail that supports points from a text.  
E2: Recall evidence from a text.  
E3: Identify the topic of a text.
- 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- Essence: Gather information on the same topic**  
E1: Gather information about a selected topic from multiple sources and report key details.  
E2: Gather information about a selected topic from multiple sources.  
E3: Identify two pieces of information about the same topic.

### Range of Reading and Level of Text Complexity (RRLTC)

- 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- Essence: Reading comprehension**  
No extensions available - grade-level reading materials should be adapted to the student's reading level.



**Phonics and Word Recognition (PWR)**

- 5.1 (No standard at this grade level)
- 5.2 (No standard at this grade level)
- 5.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
**Essence: Use phonics to decode words**  
E1: Decode regularly spelled one-syllable words.  
E2: Recognize sight words.  
E3: Imitate letter sounds.

**Fluency (FL)**

- 5.4 Read with sufficient accuracy and fluency to support comprehension.  
**Essence: Read fluently**  
E1: Read orally with accuracy at an appropriate rate.  
E2: Read orally with accuracy.  
E3: Recognize familiar words.

**Text Types and Purposes (TTP)**

- 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
**Essence: Write opinion pieces**  
E1: Introduce a topic and state an opinion.  
E2: Introduce a topic.  
E3: State or select an opinion.
- 5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
**Essence: Write informative pieces**  
E1: Provide facts/examples to introduce and develop a topic.  
E2: Introduce a topic and supply some facts.  
E3: Introduce a topic.
- 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
**Essence: Write narrative pieces**  
E1: Write about events using temporal or transitional words.  
E2: Write about events providing details to describe actions, thoughts, or feelings.  
E3: Sequence events.

**Production and Distribution of Writing (PDW)**

- 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  
**Essence: Produce writing pieces**  
No extensions available (see standards 1-3).
- 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)  
**Essence: Revise and edit**  
E1: Revise writing to maintain focus on a topic.  
E2: Add detail(s) to strengthen writing.  
E3: Respond to questions/suggestions about writing.
- 5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.  
**Essence: Use technology to produce and publish writing**  
E1: Use technology to produce a paragraph.  
E2: Use technology to produce two or more sentences.  
E3: Use technology to express a simple sentence.

**Research to Build and Present Knowledge**

- 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  
**Essence: Conduct research**  
E1: Recall details from multiple sources to support a topic.  
E2: Recall details from research to support a topic.  
E3: Select a detail from research to support a topic.
- 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  
**Essence: Recall and gather information**  
E1: Recall details from experiences or research and list sources.  
E2: Recall details from experiences or research.  
E3: Select a detail from experiences or research.
- 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  
**Essence: Draw evidence from text**  
No extensions available (apply grade 5 Reading standards to literature).

**Range of Writing**

- 5.10 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.  
**Essence: Write routinely**  
No extensions available - students should have multiple opportunities to write/express themselves routinely over time.

**Comprehension and Collaboration (CC)**

- 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.  
**Essence: Participate in collaborative conversations**  
E1: Pose and respond to specific questions to participate in discussions.  
E2: Continue a conversation through multiple exchanges.  
E3: Follow rules for a conversation (e.g., turn-taking).
- 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
**Essence: Summarize key ideas from a presentation**  
E1: Paraphrase portions of information presented in diverse formats and media.  
E2: Determine the main idea/overall topic of a presentation.  
E3: Identify details that are related to a presentation.
- 5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  
**Essence: Use details from a presentation to support the speaker's claim**  
E1: Summarize the speaker's point(s).  
E2: Identify the speaker's key points.  
E3: Identify one of the speaker's claims.

**Presentation of Knowledge and Ideas (PKI)**

- 5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  
**Essence: Report on a topic**  
E1: Present sequential ideas logically with supporting details.  
E2: Present details in a sequential manner.  
E3: Present details about a topic.
- 5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  
**Essence: Add multimedia to presentations**  
E1: Add multimedia components to enhance a presentation.  
E2: Add visuals to enhance a presentation.  
E3: Choose drawings or other visuals to enhance a presentation.
- 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)  
**Essence: Use speech appropriate to a given task**  
E1: Express thoughts in a complete sentence.  
E2: Express thoughts in a one-word response.  
E3: Respond appropriately with yes/no.

**Conventions of Standard English (CSE)**

- 5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**Essence: English grammar and usage**  
E1: Use past or present verb tenses appropriately when writing.  
E2: Form a sentence using a subject, verb, and predicate.  
E3: Form a simple sentence using a noun/pronoun and verb (e.g., I run).
- 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
**Essence: Conventions of writing**  
E1: Write a sentence beginning with a capital letter, ending with punctuation, and using correct spelling.  
E2: Write word(s) using correct spelling.  
E3: Use familiar sight words to express a thought.

**Knowledge of Language (KL)**

- 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
**Essence: Language conventions**  
E1: Demonstrate appropriate use of English (formal vs. informal) when speaking.  
E2: Participate in discussion using appropriate language.  
E3: Participate in discussion.

**Vocabulary Acquisition and Use (VAU)**

- 5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.  
**Essence: Word meaning**  
E1: Identify the meaning of unfamiliar words using prefix, suffix, or root word strategies.  
E2: Use context clues to determine the meaning of unknown words.  
E3: Identify the meaning of familiar words.
- 5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
**Essence: Word relationships**  
E1: Identify synonyms or antonyms of familiar words.  
E2: Identify real-life connections between words and their uses.  
E3: Sort words into categories.
- 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).  
**Essence: Generalize words and phrases**  
E1: Use unfamiliar words or phrases associated with a particular topic.  
E2: Use words acquired from familiar stories when speaking.  
E3: Use temporal or transitional words when appropriate.



Grade Band 6-8







Key Ideas and Details (KID)

- 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.  
**Essence: Use text to support factual and inferential responses**  
 E1: Given an inferential question, locate details from text to support the answer.  
 E2: Given a factual question, locate details from text to support the answer.  
 E3: Answer literal questions about text.
  
- 8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  
**Essence: Determine the theme and summarize text**  
 E1: Describe the theme of a text and retell its main events.  
 E2: Identify the theme of a text and sequence its main events.  
 E3: Sequence main events.
  
- 8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  
**Essence: Understand how dialogue or incidents affect the story**  
 E1: Identify and describe characters in a story (e.g., traits, motivations, and feelings) and explain how their actions contribute to the sequence of events.  
 E2: Describe how a story’s plot unfolds in a series of episodes.  
 E3: With prompting and support, identify the problem and solution in a story.

Craft and Structure (CS)

- 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.  
**Essence: Word meaning and word choice**  
 E1: Determine the meaning of words/phrases as they are used in a text, including figurative language such as metaphors and similes.  
 E2: Determine the meaning of words/phrases as they are used in a text.  
 E3: Match a word or phrase from a text with a picture or object indicating its meaning.
  
- 8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  
**Essence: Text structure**  
 E1: Compare the structure of a story with that of a poem, play, or song.  
 E2: Identify structure within text (e.g., a sentence within a paragraph, line within a poem, or character lines within a drama).  
 E3: Locate a paragraph, stanza, or character part.
  
- 8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  
**Essence: Point of view and purpose**  
 E1: Compare and/or contrast the viewpoints of the storyteller and the reader (self).  
 E2: Describe the storyteller and his/her point of view.  
 E3: Identify who is telling the story.

**Integration of Knowledge and Ideas (IKI)**

- 8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.  
**Essence: Compare a film/live production to text**  
E1: Compare and contrast text with film/live production.  
E2: Describe the similarities or differences between text and film/live production.  
E3: Identify one similarity or difference between text and film/live production.
- 8.8 (Not applicable to literature)
- 8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.  
**Essence: Compare modern works to traditional stories**  
E1: Compare similar themes from two related works.  
E2: Describe similar events from two related works.  
E3: Identify similar characters from two related works.

**Range of Reading and Level of Text Complexity (RRLTC)**

- 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.  
**Essence: Reading comprehension**  
No extensions available - grade-level reading materials should be adapted to the student's reading level.

## Key Ideas and Details (KID)

- 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.  
**Essence: Cite text to support factual and inferential responses**  
 E1: Given an inferential question, locate details from text to support the answer.  
 E2: Given a factual question, locate details from text to support the answer.  
 E3: Answer literal questions about text.
- 8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  
**Essence: Connect details to the main idea**  
 E1: Summarize the main idea with some points from text.  
 E2: Locate supporting details.  
 E3: Identify the main idea.
- 8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  
**Essence: Analyze connections between individuals, ideas, or events**  
 E1: Explain the connections between two individuals, events, or ideas.  
 E2: Describe events, individuals, or ideas, using specific information from text.  
 E3: Identify similarities or differences between two individuals, events, or ideas.

## Craft and Structure (CS)

- 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.  
**Essence: Word meaning**  
 E1: Determine why the author chose particular words.  
 E2: Identify words or phrases the author used to set the tone.  
 E3: Connect key words to determine meaning.
- 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.  
**Essence: Paragraph structure**  
 E1: Create a sentence that supports the key concept of a paragraph.  
 E2: Given multiple sentences, identify which ones support the key concept of a paragraph.  
 E3: Identify the key concept of a paragraph.
- 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.  
**Essence: Identify author's point of view**  
 E1: Defend the author's point of view with supporting details from text.  
 E2: Identify details that support the author's point of view.  
 E3: Identify the author's point of view.

### Integration of Knowledge and Ideas (IKI)

- 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.  
**Essence: Evaluate uses of media**  
E1: Describe advantages or disadvantages for using a particular medium.  
E2: Identify advantages or disadvantages for using a particular medium.  
E3: Identify media that could be used to relate a topic.
- 8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  
**Essence: Distinguish between relevant and irrelevant information**  
E1: Categorize relevant and irrelevant information related to an argument/claim.  
E2: Describe relevant and irrelevant information related to an argument/claim.  
E3: Identify the argument/claim.
- 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.  
**Essence: Compare fact and opinion in two different texts**  
E1: Compare fact and opinion in two different texts.  
E2: Locate examples of fact and opinion in a text.  
E3: Locate facts in a text.

### Range of Reading and Level of Text Complexity (RRLTC)

- 8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.  
**Essence: Reading comprehension**  
No extensions available - grade-level reading materials should be adapted to the student's reading level.

### Text Types and Purposes (TTP)

- 8.1 Write arguments to support claims with clear reasons and relevant evidence.  
**Essence: Write persuasive pieces**  
E1: Introduce a claim and organize the reasons/evidence clearly.  
E2: Introduce a claim and state reasons/evidence.  
E3: Introduce a claim.
- 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.  
**Essence: Write informative pieces**  
E1: Introduce a topic, provide facts or examples, and include a concluding statement.  
E2: Provide facts or examples to introduce and develop a topic.  
E3: Introduce a topic and supply some facts.
- 8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  
**Essence: Write narrative pieces**  
E1: Introduce narrative techniques (e.g., dialogue) into writing.  
E2: Write about events and sequence using temporal or transitional words.  
E3: Write about events, providing details to describe actions, thoughts, or feelings.

### Production and Distribution of Writing (PDW)

- 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.)  
**Essence: Produce writing pieces**  
No extensions available (see standards 1-3).
- 8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)  
**Essence: Revise and edit**  
E1: Revise and edit writing.  
E2: Revise writing, focusing on the topic.  
E3: Add detail(s) to strengthen writing.
- 8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.  
**Essence: Use technology to produce and publish writing**  
E1: Use technology to produce a paragraph.  
E2: Use technology to produce two or more sentences.  
E3: Use technology to express a simple sentence.

### Research to Build and Present Knowledge (RBPK)

- 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.  
**Essence: Conduct research**  
E1: Ask and answer questions about a specified topic using multiple resources.  
E2: Recall details from multiple sources to share about a topic.  
E3: Select details from two sources to share about a topic.
- 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.  
**Essence: Gather information**  
E1: Paraphrase information from multiple sources providing basic bibliographic information.  
E2: Paraphrase information from multiple sources.  
E3: Recall details from multiple sources.
- 8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  
**Essence: Draw evidence from text**  
No extensions available.

### Range of Writing (RW)

- 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.  
**Essence: Write routinely**  
No extensions available - students should have multiple opportunities to write/express themselves routinely over time.

## Comprehension and Collaboration (CC)

- 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.  
**Essence: Participate in collaborative conversations**  
E1: Form and express an opinion on the topics being presented as part of a collaborative discussion.  
E2: Pose and respond to specific questions to participate in discussions.  
E3: Continue a conversation through multiple exchanges following the rules for conversation.
- 8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  
**Essence: Analyze the purpose of diverse media**  
E1: Describe the purpose of information presented in diverse media.  
E2: Summarize information presented in diverse media.  
E3: Recall details presented in diverse media.
- 8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.  
**Essence: Understand and evaluate a speaker's argument/claim**  
E1: Describe a speaker's argument/claim and determine relevant supporting evidence.  
E2: Describe a speaker's argument/claim.  
E3: Identify a speaker's argument/claim.

## Presentation and Knowledge of Ideas (PKI)

- 8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  
**Essence: Report on a topic**  
E1: Present a claim with supporting evidence.  
E2: Present information sequentially about a topic.  
E3: Present pertinent facts or details about a topic appropriate to a purpose, audience, and task.
- 8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  
**Essence: Add multimedia to presentations**  
E1: Add multimedia components to enhance a presentation.  
E2: Add visuals to enhance a presentation.  
E3: Choose drawings or other visuals related to a presentation.
- 8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)  
**Essence: Use speech appropriate to a given task**  
E1: Respond appropriately to a task or situation using complete sentences.  
E2: Respond appropriately to a task or situation with a sentence.  
E3: Respond appropriately to a task or situation.

**Conventions of Standard English (CSE)**

- 8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**Essence: English grammar and usage**  
E1: Use past, present, or future verb tenses appropriately when writing.  
E2: Form a sentence using a subject, verb, and predicate.  
E3: Form a simple sentence using a noun/pronoun and verb (e.g., I run).
- 8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
**Essence: Conventions of writing**  
E1: Write a sentence beginning with a capital letter, ending with punctuation, and using correct spelling.  
E2: Write word(s) using correct spelling.  
E3: Use multiple sight words to express a thought.

**Knowledge of Language (KL)**

- 8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
**Essence: Language conventions**  
E1: Choose words to express ideas precisely and clearly.  
E2: Demonstrate appropriate use of English (formal vs. informal) when writing or speaking.  
E3: Participate in discussion using appropriate language.

**Vocabulary Acquisition and Use (VAU)**

- 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.  
**Essence: Word meaning**  
E1: Identify the meanings of unfamiliar words using prefix, suffix or root word strategies.  
E2: Use context clues to determine the meanings of unknown words.  
E3: Identify the meanings of familiar words and apply them accurately.
- 8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
**Essence: Word relationships**  
E1: Explain the meanings of simple metaphors and similes.  
E2: Identify synonyms, antonyms, or homographs for words.  
E3: Identify real-life connections between words and their uses.
- 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.  
**Essence: Generalize words and phrases**  
E1: Use unfamiliar words and phrases associated with a particular topic.  
E2: Use familiar words and phrases acquired from a text when speaking.  
E3: Use familiar words acquired from a text when speaking.



## Key Ideas and Details (KID)

- 8.1 Cite specific textual evidence to support analysis of primary and secondary sources.  
**Essence: Cite from historical texts to support an analysis**  
 E1: Locate details from primary or secondary sources to support the main idea.  
 E2: Locate details from primary or secondary sources to answer questions.  
 E3: Answer literal questions about primary or secondary sources.
- 8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  
**Essence: Determine the main idea and summarize primary or secondary sources**  
 E1: Locate key points from a text to summarize a primary or secondary source.  
 E2: Identify the main idea of a primary or secondary source.  
 E3: Identify the topic of a primary or secondary source.
- 8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).  
**Essence: Identify steps in processes related to history/social studies**  
 E1: Identify and sequence steps in a process.  
 E2: Sequence steps in a process.  
 E3: Identify steps in a process.

## Craft and Structure (CS)

- 8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  
**Essence: Word meaning**  
 E1: Use surrounding words or phrases in a text to determine the meaning of an unknown word.  
 E2: Match key words or phrases to synonyms, definitions, or other relevant information.  
 E3: Match topics or events with related words.
- 8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).  
**Essence: Identify text structure**  
 E1: Distinguish between two different text structures.  
 E2: Match the text to the correct text structure.  
 E3: Sequence events in a text.
- 8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).  
**Essence: Locate the author's point of view**  
 E1: Identify details that support the author's point of view or purpose.  
 E2: Identify the author's point of view or purpose.  
 E3: Select the author's point of view from a choice of two.

### Integration of Knowledge and Ideas (IKI)

- 8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  
**Essence: Relate visual information to text**  
E1: Describe similarities between visual information and text.  
E2: Identify similarities between visual information and text.  
E3: Match visual information with text.
- 8.8 Distinguish among fact, opinion, and reasoned judgment in a text.  
**Essence: Identify fact or opinion**  
E1: Identify facts and opinions within a text.  
E2: Identify opinions within a text.  
E3: Identify facts within a text.
- 8.9 Analyze the relationship between a primary and secondary source on the same topic.  
**Essence: Understand the relationship between primary and secondary sources**  
E1: Discuss similarities and differences between a primary and secondary source on the same topic.  
E2: Identify similarities between a primary and secondary source on the same topic.  
E3: Identify whether a text is a primary or secondary source.

### Range of Reading and Level of Complexity (RRLTC)

- 8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.  
**Essence: Reading comprehension**  
No extensions available - grade-level reading materials should be adapted to the student's reading level.

## Key Ideas and Details (KID)

- 8.1 Cite specific textual evidence to support analysis of science and technical texts.  
**Essence: Cite text from science and technical texts to support an analysis**  
 E1: Locate details from science/technical texts to support analysis.  
 E2: Use details from science/technical texts to answer questions.  
 E3: Match details to topics from science/technical texts.
- 8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.  
**Essence: Determine central idea and summarize**  
 E1: Identify the central idea and summarize a text.  
 E2: Identify the central idea of a text.  
 E3: Sequence details from a text.
- 8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  
**Essence: Follow procedures**  
 E1: Follow a multi-step procedure related to a scientific/technical task.  
 E2: Follow a two-step procedure related to a scientific/technical task.  
 E3: Follow a one-step direction related to a scientific/technical task.

## Craft and Structure (CS)

- 8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.  
**Essence: Determine meaning of key terms in scientific/technical materials**  
 E1: Given a definition, identify a key word or symbol from scientific/technical text.  
 E2: Name scientific/technical object(s) or picture(s).  
 E3: Sort words or pictures from scientific/technical text into categories.
- 8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.  
**Essence: Analyze text structure**  
 E1: Distinguish between two different text structures.  
 E2: Locate text features (e.g., bold print, headings).  
 E3: Locate a chapter number or major section.
- 8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.  
**Essence: Analyze the author's purpose in scientific/technical materials**  
 E1: Describe the author's purpose.  
 E2: Identify details that support the author's purpose.  
 E3: Identify the author's purpose.

**Integration of Knowledge and Ideas (IKI)**

- 8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

**Essence: Relate quantitative/technical information with visual information**

- E1: Compare and contrast a quantitative text with visual representations.  
E2: Identify similarities between a quantitative text and visual representations.  
E3: Match a quantitative text with visual representations.

- 8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

**Essence: Identify fact or opinion**

- E1: Identify facts and opinions within a text.  
E2: Identify opinions within a text.  
E3: Identify facts within a text.

- 8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

**Essence: Compare and contrast scientific data with text**

- E1: Describe similarities and differences between scientific data and text.  
E2: Describe similarities between scientific data and text.  
E3: Identify one similarity or difference between scientific data and text.

**Range of Reading and Level of Text Complexity (RRLTC)**

- 8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

**Essence: Reading comprehension**

No extensions available - grade-level reading materials should be adapted to the student's reading level.

**Text Types and Purposes (TTP)**

- 8.1 Write arguments focused on *discipline-specific content*.  
**Essence: Write persuasive pieces**  
E1: Introduce a claim and organize the reasons/evidence clearly.  
E2: Introduce a claim and state reasons/evidence.  
E3: Introduce a claim.
- 8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
**Essence: Write informative pieces**  
E1: Introduce a topic, provide facts, definitions, or examples, and include a concluding statement.  
E2: Introduce and develop a topic providing facts, definitions, or examples.  
E3: Introduce a topic and provide facts.

8.3 (Not applicable as a separate requirement)

**Production and Distribution of Writing (PDW)**

- 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
**Essence: Produce writing pieces**  
No extensions available - refer to standards 8.1 and 8.2 above.
- 8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  
**Essence: Revise and edit**  
E1: Revise and edit writing.  
E2: Revise writing, focusing on the topic.  
E3: Add detail(s) to strengthen writing.
- 8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.  
**Essence: Use technology to produce and publish writing**  
E1: Use technology to produce a paragraph.  
E2: Use technology to produce two or more sentences.  
E3: Use technology to express a simple sentence.

**Research to Build and Present Knowledge (RBPK)**

- 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.  
**Essence: Conduct research**  
E1: Ask and answer questions about a specified topic using multiple sources.  
E2: Recall details from multiple sources to share about a topic.  
E3: Select details from two sources to share about a topic.
- 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.  
**Essence: Gather information**  
E1: Paraphrase information from multiple sources providing basic bibliographic information.  
E2: Recall details from multiple sources providing basic bibliographic information.  
E3: Recall details from multiple sources.
- 8.9 Draw evidence from informational texts to support analysis, reflection, and research.  
**Essence: Draw evidence from text**  
No extensions available - refer to standards 8.7 and 8.8 above.

**Range of Writing (RW)**

- 8.10 Write routinely over extended time frames (time for 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.  
**Essence: Write routinely**  
No extensions available - students should have multiple opportunities to write/express themselves routinely over time.



Grade Band HS





## Reading Standards for Literature (RL)

HS

### Key Ideas and Details (KID)

- HS.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
**Essence: Use text to support factual and inferential responses**  
E1: Given an inferential question, cite details from text to support the answer.  
E2: Given a factual question, cite details from text to support the answer.  
E3: Answer literal questions about text.
- HS.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  
**Essence: Determine the theme and summarize text**  
E1: Describe the theme of a text and retell its main events.  
E2: Identify the theme of a text and sequence its main events.  
E3: Sequence main events of a text.
- HS.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  
**Essence: Character development**  
E1: Analyze how and why a character changes throughout a text.  
E2: Identify and describe characters in a text (e.g., traits, motivations, feelings) and explain how their actions contribute to the sequence of events.  
E3: Match descriptions (e.g., feelings, thoughts, actions) to characters.

### Craft and Structure (CS)

- HS.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  
**Essence: Word meaning and word choice**  
E1: Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.  
E2: Determine the meaning of words or phrases as they are used in a text.  
E3: Match a word or phrase from a text with a picture or object indicating its meaning.
- HS.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  
**Essence: Text structure and tone**  
E1: Interpret how the order of events affects a text.  
E2: Distinguish the pattern of events (e.g., first, then, next, last).  
E3: Sequence three events from a text.
- HS.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  
**Essence: Point of view from world literature**  
E1: Determine the author's point of view.  
E2: Compare and contrast the storyteller/narrator and the reader (self).  
E3: Describe the storyteller/narrator.

## Reading Standards for Literature (RL)

HS

### Integration of Knowledge and Ideas (IKI)

HS.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

**Essence: How different mediums relate**

E1: Compare and contrast two mediums.

E2: Describe similarities or differences between two mediums.

E3: Recognize one similarity or difference between two mediums.

HS.8 (Not applicable to literature)

HS.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

**Essence: Authors' use of source material**

E1: Compare a text with given source material.

E2: Identify similar events from two related texts.

E3: Identify similar characters from two related texts.

### Range of Reading and Level of Text Complexity (RRLTC)

HS.10 By the end of grade 9-10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Essence: Reading comprehension**

No extensions available - grade-level reading materials should be adapted to the student's reading level.

## Reading Standards for Informational Text (RI)

HS

### Key Ideas and Details (KID)

- HS.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
**Essence: Cite text to support factual and inferential responses**  
E1: Given an inferential question, locate details from text to support the answer.  
E2: Given a factual question, locate details from text to support the answer.  
E3: Answer literal questions about text.
- HS.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  
**Essence: Connect details to main idea**  
E1: Summarize the main idea with some key points from a paragraph.  
E2: Locate supporting details.  
E3: Identify the main idea.
- HS.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  
**Essence: Analyze order of events and connections between individuals, ideas, or events**  
E1: Describe how a series of events are connected.  
E2: Explain the connections between two individuals, events, or ideas.  
E3: Sequence a series of events.

### Craft and Structure (CS)

- HS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).  
**Essence: Word meaning**  
E1: Determine why the author chose particular words.  
E2: Identify words or phrases the author used to set the tone.  
E3: Connect key words to determine meaning.
- HS.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  
**Essence: Identify supporting evidence for the author's idea/claim**  
E1: Provide evidence to supports the author's idea.  
E2: Identify the sentences or specific words that support the author's idea.  
E3: Identify the author's idea.
- HS.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  
**Essence: Analyze the author's point of view**  
E1: Defend the author's point of view with supporting details from the text.  
E2: Identify details that support the author's point of view.  
E3: Identify the author's point of view or purpose.

## Reading Standards for Informational Text (RI)

HS

### Integration of Knowledge and Ideas (IKI)

HS.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**Essence: Compare and contrast details emphasized in different mediums**

E1: Compare two accounts of the same subject to identify similarities and differences.

E2: Describe similarities or differences about the same topic presented in different mediums.

E3: Identify similar points made across two mediums.

HS.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Essence: Distinguish between relevant and irrelevant information in an argument/claim**

E1: Critique an argument/claim to determine relevant and irrelevant information.

E2: Categorize relevant and irrelevant information related to an argument/claim.

E3: Describe information related to an argument/claim.

HS.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

**Essence: Analyze historical/literary documents and identify themes**

E1: Identify the theme of historical/literary documents.

E2: Identify the topic of historical/literary documents.

E3: Match historical/literary documents to the relevant person, place, event, or topic.

### Range of Reading and Level of Text Complexity (RRLTC)

HS.10 By the end of grade 9-10, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Essence: Reading comprehension**

No extensions available - grade-level reading materials should be adapted to the student's reading level.

## Writing Standards (W)

HS

### Text Types and Purposes (TTP)

- HS.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
**Essence: Write persuasive pieces**  
E1: Develop a claim and counterclaims with relevant supporting evidence.  
E2: Introduce a claim and organize the reasons/evidence clearly.  
E3: Introduce a claim and state reasons/evidence.
- HS.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  
**Essence: Write informative pieces**  
E1: Develop a topic using facts, definitions, or examples, and include a concluding statement that supports the information presented.  
E2: Introduce and develop a topic providing facts, definitions, or examples.  
E3: Introduce a topic and supply some facts.
- HS.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  
**Essence: Write narrative pieces**  
E1: Write using narrative techniques (e.g., dialogue) to develop experiences, events, or characters.  
E2: Write about events and sequence using temporal or transitional words.  
E3: Write about events providing details to describe actions, thoughts, or feelings.

### Production and Distribution of Writing (PDW)

- HS.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.)  
**Essence: Produce writing pieces**  
No extensions available (see standards 1-3).
- HS.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)  
**Essence: Revise and edit**  
E1: Revise and edit writing focusing on purpose, audience, and grammar.  
E2: Revise writing focusing on purpose and audience.  
E3: Revise writing focusing on the topic.
- HS.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  
**Essence: Use technology to produce and publish writing**  
E1: Use technology to produce multiple paragraphs.  
E2: Use technology to produce a paragraph.  
E3: Use technology to produce two or more sentences.

## Writing Standards (W)

### Research to Build and Present Knowledge (RBPK)

- HS.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  
**Essence: Conduct research**  
E1: Conduct research using multiple sources to generate and answer questions.  
E2: Recall details from multiple sources to share about a topic.  
E3: Select details from two sources to share about a topic.
- HS.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  
**Essence: Gather information**  
E1: Paraphrase information from multiple sources providing basic bibliographic information.  
E2: Recall details from multiple sources providing basic bibliographic information.  
E3: Recall details from multiple sources.
- HS.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  
**Essence: Draw evidence from text**  
No extensions available.

### Range of Writing (RW)

- HS.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  
**Essence: Write routinely**  
No extensions available - students should have multiple opportunities to write/express themselves routinely over time.

## Speaking and Listening (SL) Comprehension and Collaboration (CC)

HS

- HS.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.  
**Essence: Participate in collaborative conversations**  
E1: Form and express an opinion on topics presented as part of a collaborative discussion.  
E2: Pose and respond to specific questions to participate in a discussion.  
E3: Continue a conversation through multiple exchanges.
- HS.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  
**Essence: Evaluate the credibility and accuracy of diverse media**  
E1: Explain how the information presented in diverse media clarifies a topic, text, or issue.  
E2: Summarize information presented in diverse media.  
E3: Recall details presented in diverse media.
- HS.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  
**Essence: Evaluate a speaker's point of view**  
E1: Describe a speaker's point of view and identify relevant supporting evidence or rhetoric.  
E2: Describe a speaker's point of view.  
E3: Identify a speaker's point of view.

## Presentation of Knowledge and Ideas (PKI)

- HS.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  
**Essence: Report on a topic**  
E1: Present a topic with supporting evidence.  
E2: Present information sequentially appropriate to a purpose, audience, and task.  
E3: Present pertinent facts/details about a topic appropriate to a purpose, audience, and task.
- HS.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  
**Essence: Add multimedia to presentations**  
E1: Add multimedia components to enhance a presentation.  
E2: Add visuals to enhance a presentation.  
E3: Choose drawings or other visuals related to a presentation.
- HS.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)  
**Essence: Use speech appropriate to a given task**  
E1: Respond appropriately using complete sentences (two or more) to a task and situation.  
E2: Respond appropriately with a sentence to a task and situation.  
E3: Respond appropriately to a task and situation.

## Language (L)

### Conventions of Standard English (CSE)

- HS.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**Essence: English grammar and usage**  
 E1: Use past, present, and future verb tenses appropriately when writing.  
 E2: Form a sentence using a subject, verb, and predicate.  
 E3: Form a simple sentence using a noun/pronoun and verb (e.g., I run).
- HS.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
**Essence: Conventions of writing**  
 E1: Write a sentence with capital letters (when needed), correct punctuation, and correct spelling.  
 E2: Write a sentence using correct spelling.  
 E3: Use multiple sight words to express a thought.

### Knowledge of Language (KL)

- HS.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.  
**Essence: Language conventions**  
 E1: Write and edit work based on grammar rules.  
 E2: Choose words to express ideas precisely and clearly.  
 E3: Demonstrate appropriate use of English (formal vs. informal) when writing or speaking.

### Vocabulary Acquisition and Use (VAU)

- HS.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.  
**Essence: Word meaning**  
 E1: Consult reference materials to determine pronunciation or meaning.  
 E2: Identify meanings of unfamiliar words using prefix, suffix, or root word strategies.  
 E3: Use context clues to determine the meanings of unknown words.
- HS.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
**Essence: Word relationships**  
 E1: Compare the meanings of words with similar denotations (e.g., nuances, connotations).  
 E2: Explain the meanings of metaphors and similes.  
 E3: Identify synonyms, antonyms, or homographs for words.
- HS.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  
**Essence: Generalize words and phrases**  
 E1: Use unfamiliar words and phrases associated with a particular topic.  
 E2: Use familiar words and phrases acquired from a text when speaking.  
 E3: Use familiar words acquired from a text when speaking.



## Reading Standards for Literacy in History/Social Studies (RH)

HS

### Key Ideas and Details (KID)

- HS.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  
**Essence: Cite historical texts to support an analysis**  
E1: Locate details from primary or secondary sources to support the main idea.  
E2: Locate details from primary or secondary sources to answer questions.  
E3: Answer literal questions from primary or secondary sources (including the date and the origin).
- HS.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  
**Essence: Determine main idea and summarize primary or secondary sources**  
E1: Summarize by organizing key points from a primary or secondary source.  
E2: Identify the main idea of a primary or secondary source.  
E3: Identify the topic of a primary or secondary source.
- HS.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  
**Essence: Analyze events related to history/social studies**  
E1: Describe the relationship between two events.  
E2: Identify the relationship between two events.  
E3: Match related events.

### Craft and Structure (CS)

- HS.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.  
**Essence: Word meaning**  
E1: Determine the meaning of an unknown word by using surrounding words or phrases in the text.  
E2: Match key words or phrases to synonyms, definitions, or other relevant information.  
E3: Match topics/events with related words.
- HS.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.  
**Essence: Text structure**  
E1: Identify how text structure supports key points.  
E2: Match text to the correct text structure.  
E3: Identify key points in a text.
- HS.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.  
**Essence: Compare and contrast different authors' points of view**  
E1: Compare two authors' points of view.  
E2: State two authors' points of view.  
E3: Identify one author's point of view.

## Reading Standards for Literacy in History/Social Studies (RH)

HS

### Integration of Knowledge and Ideas (IKI)

HS.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**Essence: Apply quantitative data to the appropriate qualitative analysis**

E1: Compare and contrast quantitative data and qualitative analysis.

E2: Identify similarities between quantitative data and qualitative analysis.

E3: Match the appropriate quantitative data to the corresponding qualitative analysis.

HS.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

**Essence: Connect the ideas from in text to the author's claim**

E1: Defend the author's claim using ideas from text.

E2: Locate supporting details from text that support the author's claim.

E3: Identify the author's claim on a given topic.

HS.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

**Essence: Compare and contrast perspectives on the same topic (primary/secondary sources)**

E1: Discuss similarities and differences between a primary and secondary source on the same topic.

E2: Identify similarities between a primary and secondary source on the same topic.

E3: Identify whether a text is a primary or secondary source.

### Range of Reading and Level of Text Complexity (RRLTC)

HS.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

**Essence: Reading comprehension**

No extensions available - grade-level reading materials should be adapted to the student's reading level.

## Reading Standards for Literacy in Science and Technical Subjects (RST)

HS

### Key Ideas and Details (KID)

HS.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

**Essence: Cite science/technical texts to support an analysis**

E1: Locate details from science/technical texts to support analysis.

E2: Use details from science/technical text to answer questions.

E3: Match details to topics from science/technical texts.

HS.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

**Essence: Determine central idea and summarize**

E1: Identify the central idea and summarize text.

E2: Identify the central idea.

E3: Sequence details from text.

HS.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

**Essence: Follow procedures**

E1: Follow a multi-step procedure related to a scientific/technical task.

E2: Follow a two-step procedure related to a scientific/technical task.

E3: Follow a one-step direction related to a scientific/technical task.

### Craft and Structure (CS)

HS.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

**Essence: Determine meaning of key terms in scientific/technical material**

E1: Given a definition, identify a key word or symbol from scientific/technical text.

E2: Name scientific/technical object(s) or picture(s).

E3: Sort words or pictures from scientific/technical text into categories.

HS.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

**Essence: Analyze structure of relationships within text**

E1: Given a concept, identify one or more related key term(s).

E2: Choose two related key terms from a unit of study.

E3: Locate a key term related to a unit of study.

HS.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

**Essence: Analyze the author's purpose in scientific/technical material**

E1: Describe the author's purpose.

E2: Identify details that support the author's purpose.

E3: Identify the author's purpose.

## Reading Standards for Literacy in Science and Technical Subjects (RST)

HS

### Integration of Knowledge and Ideas (IKI)

HS.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

**Essence: Translate text into visuals and visuals into text**

E1: Given quantitative information, create a visual (e.g., chart, table, diagram).

E2: Describe a given visual (e.g., chart, table, diagram) orally or with text.

E3: Match a quantitative description with its visual representations.

HS.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

**Essence: Evaluate validity of the author's reasoning**

E1: Describe the author's claim and identify fact(s) that support the claim.

E2: Given the author's claim, identify fact(s) that support the claim.

E3: Differentiate textual information as true or false.

HS.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

**Essence: Compare and contrast scientific data with text**

E1: Describe similarities and differences between scientific data and text.

E2: Describe similarities between scientific data and text.

E3: Identify one similarity or difference between scientific data and text.

### Range of Reading and Level of Text Complexity (RRLTC)

HS.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

**Essence: Reading comprehension**

No extensions available - grade-level reading materials should be adapted to the student's reading level.

## Writing Standards for Literacy in History/SS, Science and Technical Subjects (WHST)

HS

### Text Types and Purposes (TTP)

HS.1 Write arguments focused on *discipline-specific content*.

**Essence: Write persuasive pieces**

E1: Develop a claim and counterclaims with supporting evidence.

E2: Introduce a claim and organize the reasons/evidence clearly.

E3: Introduce a claim and state reasons/evidence.

HS.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**Essence: Write informative pieces**

E1: Introduce a topic, provide facts, definitions, or examples, and include a concluding statement that supports the information presented.

E2: Introduce and develop a topic providing facts, definitions, or examples.

E3: Introduce a topic and supply some facts.

HS.3 (Not applicable as a separate requirement)

### Production and Distribution of Writing (PDW)

HS.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Essence: Produce writing pieces**

No extensions available - refer to standards HS.1 & HS.2 above.

HS.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**Essence: Revise and edit**

E1: Revise and edit writing focusing on purpose, audience, and grammar.

E2: Revise writing focusing on purpose and audience.

E3: Revise writing focusing on the topic.

HS.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Essence: Use technology to produce and publish writing**

E1: Use technology to produce multiple paragraphs.

E2: Use technology to produce a paragraph.

E3: Use technology to produce two or more sentences.

## Writing Standards for Literacy in History/SS, Science and Technical Subjects (WHST)

HS

### Research to Build and Present Knowledge (RBPK)

HS.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Essence: Conduct research**

E1: Conduct research using multiple sources to generate and answer a question.

E2: Recall details to share about a topic from multiple sources.

E3: Select details to share about a topic from two sources.

HS.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Essence: Gather information**

E1: Paraphrase information from multiple sources providing basic bibliographic information.

E2: Recall details from multiple sources providing basic bibliographic information.

E3: Recall details from multiple sources.

HS.9 Draw evidence from informational texts to support analysis, reflection, and research.

**Essence: Draw evidence from text**

No extensions available - refer to standards HS.7 & HS.8 above.

### Range of Writing (RW)

HS.10 Write routinely over extended time frames (time for 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.

**Essence: Write routinely**

No extensions available - students should have multiple opportunities to write/express themselves routinely over time.

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