

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR SIXTH GRADE

English Language Arts Standards for Sixth Grade:

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Reading (Literature)		
<p>Key Ideas and Details.</p> <p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>EERL.6.1. Determine what a text says explicitly as well as what simple inferences should be drawn.</p>	<p>Level IV AA Students will: EERL.6.1. Analyze a text to identify the information that is used in making an inference. <i>Ex.</i> After making an inference while reading a text, underline the information that was used in making the inference. <i>Ex.</i> Select a correct answer to an inferential question, and then highlight the information in the text that supports the inference.</p> <p>Level III AA Students will: EERL.6.1. Determine what a text says explicitly as well as what inferences should be drawn. <i>Ex.</i> Given a list of explicit and implicit information from a story, sort information into information that was stated directly and information that must be inferred.</p> <p>Level II AA Students will: EERL.6.1. Identify information that is and is not directly stated in the text. <i>Ex.</i> Using pictures, illustrations, etc., identify a detail that was not stated in the text. <i>Ex.</i> Through auditory or tactile sources, identify details directly stated in the text.</p> <p>Level I AA Students will: EERL.6.1. Answer a question about explicit information provided in the text. <i>Ex.</i> Respond to a question about the text by indicating through turn of the head or eye gaze whether each of two options is correct. <i>Ex.</i> Respond to a question about a detail from an illustration in the text by answering “yes” or “no” or using a switch to indicate whether each of two options is correct.</p>
<p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>EERL.6.2. Determine the theme or central/main idea of an unfamiliar story and identify details that relate to it.</p>	<p>Level IV AA Students will: EERL.6.2. Determine the theme or central/main idea of an unfamiliar story and details that relate to it. Text may have more than one theme. <i>Ex.</i> Given a passage from an unfamiliar short story, determine the central/main idea and support with details.</p> <p>Level III AA Students will: EERL.6.2. Determine the theme or central/main idea of a familiar story and identify details that relate to it. <i>Ex.</i> Given a short passage from a familiar story, determine the central/main idea and then highlight details in the text that relate to the central idea. <i>Ex.</i> Given an array of choices, determine which best represents the theme of the story and then choose two details from the story that relate to the theme. <i>Ex.</i> Given an array of choices, select an illustration that represents the central idea of the story and point out two details in the illustration that are discussed in the story.</p> <p>Level II AA Students will: Sequence central/main events in relation to a stated theme EERL.6.2. Identify the theme or central idea of a familiar story. <i>Ex.</i> Given a short passage from a familiar story, identify and sequence the theme or central/main idea from a list of choices. <i>Ex.</i> Given an array of choices, select an illustration that represents the Central/main idea of a familiar story.</p> <p>Level I AA Students will: EERL.6.2. Identify details from a familiar story. <i>Ex.</i> Given a list of details, identify those that relate to a familiar story. <i>Ex.</i> Using a communication device, identify a detail from a familiar story.</p>
<p>RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a</p>	<p>EERL.6.3 EERL.6.3. Recount a story’s beginning, middle, and end,</p>	<p>Level IV AA Students will: EERL.6.3. Recount a story’s beginning, middle, and end, highlighting the significant events or episodes in each part and how the main character responds or changes. <i>Ex.</i> Recount the beginning, middle, and end of a story and select from choices how they changed the main character.</p>

<p>series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>highlighting the significant events or episodes in each part and how the main character responds or changes</p>	<p>Ex. Recount significant episodes that occur at the beginning, middle, and end of a story (e.g., In superhero movies, the good guy meets bad guy, bad guy almost defeats good guy, then good guy defeats bad guy.).</p> <p>Level III AA Students will: EERL.6.3. Identify the episodes or significant events in a story or drama. Ex. Given a list of episodes or events from a story, identify those that are significant. Ex. Given a text projected on an interactive whiteboard, highlight the significant events throughout the story.</p> <p>Level II AA Students will: EERL.6.3. Identify a significant event in a story or drama. Ex. Select or recall one significant episode or event. Ex. Identify a significant event involving a favorite character in a familiar story by selecting from a choice of illustrations.</p> <p>Level I AA Students will: EERL.6.3. Identify an event in a familiar story or drama. Ex. Given two or more choices (e.g., illustrations or objects), respond or indicate a choice of an event that occurred in a familiar story.</p>
<p>Craft and Structure.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>EERL.6.4. Explain the meaning of figures of speech, including, but not limited to simple idioms, similes, and metaphors.</p>	<p>Level IV AA Students will: EERL.6.4. Explain the meaning of figures of speech, including, but not limited to simple idioms, similes, and metaphors. Ex. After reading books such as, <i>In a Pickle</i>, explain the meaning of two or more idioms. Ex. During a shared reading, explain the various types of figurative language depicted on each page.</p> <p>Level III AA Students will: EERL.6.4. Determine the meaning of simple idioms and figures of speech as they are used in a text. Ex. Given three true meanings of idioms, determine which idioms the meanings match during a shared reading of <i>Monkey Business</i>. Ex. Act out the true meaning of idioms as they appear in books like <i>More Parts</i>.</p> <p>Level II AA Students will: EERL.6.4. Recognize when a simple idiom or figure of speech is used within a story or passage. Ex. After reading multiple sections of <i>Raining Cats and Dogs</i>, determine which idioms match which true meanings Ex. During shared reading, signal the teacher to indicate that an idiom has been used or seek clarification. Ex. Given an illustrated page from <i>Amelia Bedelia</i> projected on an Interactive whiteboard, highlight the part of the text (figurative language) that matches Amelia's actions.</p> <p>Level I AA Students will: EERL.6.4. Recognize a repeated expression used in text. Ex. During shared reading of a familiar text, signal when a phrase is repeated in a text and/or paired with a picture.</p>
<p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>EERL.6.5. Determine how a sentence, paragraph, scene, or stanza fits into the overall structure of the text.</p>	<p>Level IV AA Students will: EERL.6.5. Explain how a sentence, paragraph, scene, or stanza is related to the overall structure of the text. Ex. Given the stanzas from a poem, organize them and explain how they go together using words like first, then, last. Ex. Given a variety of examples of different scenes from a play, explain how they fit together to create the overall structure of the play.</p> <p>Level III AA Students will: EERL.6.5. Identify structures within stories, poems, plays, or songs that contribute to the overall meaning of text. Ex. While reading a familiar story, identify a sentence that is <i>not</i> a repeated line but is predictable based on the overall meaning or structure of the text. Ex. Given a familiar poem projected on an interactive whiteboard with a line or stanza missing, identify the missing part from an array of choices.</p> <p>Level II AA Students will: EERL.6.5. Select or provide a sentence that completes the overall structure of a text. Ex. During shared reading of a story, identify a possible missing sentence from given choices that is <i>not</i> a repeated line but is predictable based on the overall meaning or structure of the text.</p>

		<p>Level I AA Students will: EERL.6.5. Identify an important sentence in the text. <i>Ex.</i> Using their typical form of communication, student will identify a repeated word that appears at the end of each line in a familiar poem. <i>Ex.</i> Say or recognize the repeated line in a familiar story or poem.</p>
<p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>EERL.6.6. Identify the storyteller (narrator) and describe his/her role in the story and provide textual evidence for support.</p>	<p>Level IV AA Students will: EERL.6.6. Identify the storyteller (narrator) and describe his/her role in the story and provide textual evidence for support. <i>Ex.</i> Select descriptive words or illustrations from a text to describe the point of view of the narrator of a story. <i>Ex.</i> Use a voice output device to state the point of view of the narrator and then point to a specific line in the text as an example.</p> <p>Level III AA Students will: EERL.6.6. Identify the storyteller (narrator) and describe his/her role in the story. <i>Ex.</i> Use a voice output device to restate a specific line from a text as an example of the point of view of the narrator. <i>Ex.</i> Select descriptive words or illustrations from a text to describe the point of view of the narrator of a story.</p> <p>Level II AA Students will: EERL.6.6. Identify the storyteller (narrator). <i>Ex.</i> Presented with pictures of the main characters from a story, identify who tells the story.</p> <p>Level I AA Students will: EERL.6.6. Given two choices, identify the storyteller. <i>Ex.</i> When presented with a picture representation of the main character in the story, identify them as the person telling the story.</p>
<p>Integration of Knowledge and Ideas.</p> <p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text,....</p>	<p>EERL.6.7. Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.</p>	<p>Level IV AA Students will: EERL.6.7. Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the text. <i>Ex.</i> Using a Venn diagram similarities and differences between a book and a video version of the same text. <i>Ex.</i> Compare a recorded live performance of a play with a movie version, listing the similarities and differences.</p> <p>Level III AA Students will: EERL.6.7. Compare a text version of a story, drama, or poem with an audio, video, or live version of the text. <i>Ex.</i> Read a book and watch a video, then describe at least two ways they are different.</p> <p>Level II AA Students will: EERL.6.7. Identify one way that a text version of a story, drama, or poem is like an audio, video, or live version. <i>Ex.</i> Given a variety of choices, student will show the differences between print and multimedia.</p> <p>Level I AA Students will: EERL.6.7. Given two choices, identify the text version of a story, drama, or poem that matches the audio, video, or live version. <i>Ex.</i> After watching a presentation of a familiar story, choose the book that corresponds to the audio/video version.</p>
RL.6.8.	EERL.6.8. N/A	
RL.6.9..	EERL.6.9. (See EERL.6.7.)	
<p>Range of Reading and Level of Text Complexity.</p> <p>RL.6.10</p>	<p>EERL.6.10. **This Literature Essential Element references all elements above.</p>	<p>Level I through IV AA Students Will: EERL 6.10. Participate in, or read supported, ability level appropriate adapted literature materials.</p>
Reading (Informational Text)		
<p>Key Ideas and Details.</p> <p>RI.6.1. Cite textual evidence to support</p>	<p>EERI.6.1. Analyze a text to identify the text information that is used to make inferences.</p>	<p>Level IV AA Students will: EERI.6.1. Analyze a text to identify the text information that is used to make inferences. <i>Ex.</i> After making an inference while reading a text, underline the information that was used in making the inference. <i>Ex.</i> Select a correct answer to an inferential question, and then highlight the information in the text that supports the inference.</p>

<p>analysis of what the text says explicitly as well as inferences drawn from the text.</p>		<p>Level III AA Students will: EERI.6.1 Analyze a text to determine what it says explicitly versus inferential information. <i>Ex.</i> Share, point, tell, or gesture to communicate specific facts from informational text. <i>Ex.</i> After viewing or hearing information demonstrated in a pie chart, select one piece of evidence from the information provided directly and information that must be inferred. <i>Ex.</i> Given a list of explicit and implicit information from a story, sort information into information that was stated directly and information that must be inferred.</p> <p>Level II AA Students will: EERI.6.1. Given multiple sentences from informational text, find a fact. <i>Ex.</i> Share, point, tell, or gesture to communicate specific facts from informational text. <i>Ex.</i> Using pictures, illustrations, etc., identify a fact. <i>Ex.</i> Through auditory or tactile sources, identify a fact.</p> <p>Level I AA Students will: EERI.6.1. Answer a question about explicit information provided in the text. <i>Ex.</i> Respond to a question about the text by indicating through a turn of the head or eye gaze whether each of two options is correct. <i>Ex.</i> Respond to a question about a detail from an illustration in the text by answering “yes” or “no” or using a switch to indicate whether each of two options is correct.</p>
<p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>EERI.6.2. Determine the central idea of a short passage and details or facts related to it.</p>	<p>Level IV AA Students will: EERI.6.2. Given a text, determine several details or facts that support their choice of the central idea. <i>Ex.</i> Asked “What was the passage about?,” select an answer from choices provided and indicate several facts or details about it from the passage. <i>Ex.</i> Asked “What in the passage said what it was about?,” selects facts or details about the central idea from choices provided.</p> <p>Level III AA Students will: EERI.6.2. Determine the central idea of a short passage and details or facts related to it. <i>Ex.</i> Asked “What was the passage about?,” select an answer from choices provided and indicate a fact or detail about it from the passage. <i>Ex.</i> After reading or listening to a historical passage (e.g., Revolutionary War), select picture or word cards that provide details indicating the main idea and then select an illustration from the passage that depicts a related fact (e.g., George Washington in uniform).</p> <p>Level II AA Students will: EERI.6.2. Given sentences from a text, identify a central idea. <i>Ex.</i> Asked “What was the passage about?,” selects a central idea from the choices provided. <i>Ex.</i> After reading a historical passage, use pictures, illustrations, etc. to identify a central idea of a passage. <i>Ex.</i> Through auditory or tactile sources, identify a central idea of an informational text.</p> <p>Level I AA Students will: EERI.6.2. Identify an important detail from informational text. <i>Ex.</i> During shared reading of an informational text, point, tell, or gesture to communicate when an important detail is stated.</p>
<p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>EERI.6.3. Identify the progression of a key individual, event, or idea throughout an informational text.</p>	<p>Level IV AA Students will: EERI.6.3. Describe the progression of a key individual, event, or idea throughout an informational text. <i>Ex.</i> Use examples from the text to show how Harriet Tubman became a conductor on the underground railroad.</p> <p>Level III AA Students will: EERI.6.3. Identify the progression of a key individual, event, or idea throughout an informational text. <i>Ex.</i> Answer questions about order of historical events (e.g., What significant events happened to Harriett first/then/next that lead to her decision to run away?). <i>Ex.</i> Put three significant events from text in order given the events out of order.</p> <p>Level II AA Students will: EERI.6.3. Identify an example of important information from the text. <i>Ex.</i> Identify an event that was most important in the life of Harriet Tubman from the text given two choices. <i>Ex.</i> Identify what happens to a character at the beginning or end of the story using customary communication modes.</p> <p>Level I AA Students will: EERI.6.3. Identify an event or idea in a familiar text.</p>

		<p>Ex. Respond to indicate whether a choice is an event that occurred in a familiar informational text. Ex. During shared reading of a science text, use a single message voice output device to indicate when an idea is stated.</p>
<p>Craft and Structure.</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>EERI.6.4. Determine the meaning of simple idioms and figures of speech as they are used in a text.</p>	<p>Level IV AA Students will: EERI.6.4. Explain the meaning of simple idioms and figures of speech as they are used in a text. Ex. Explain the meaning of a figure of speech used in a science text to convey the meaning of a word (e.g., “Roots are like straws to take in water – it’s not really a straw; stems are like sticks that hold the plant up – it’s not really a stick.”).</p> <p>Level III AA Students will: EERI.6.4. Determine the meaning of simple idioms and figures of speech as they are used in a text. Ex. Determine the meaning of <i>acid burns like fire as hot</i>. Ex. After hearing a weather report, determine the meaning of <i>it’s raining cats and dogs as pouring or heavy rain</i>.</p> <p>Level II AA Students will: EERI.6.4. Recognize when a simple idiom or figure of speech is used in text. Ex. During shared reading, signal the teacher to indicate that an idiom has been used or seek clarification.</p> <p>Level I AA Students will: EERI.6.4. Recognize a repeated expression used in text. Ex. During shared reading of a familiar text, signal when a phrase is repeated in a text.</p>
<p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>EERI.6.5. Determine how a sentence, scene, or stanza fits into the overall structure of the text.</p>	<p>Level IV AA Students will: EERI.6.5. Determine how a sentence, scene, or stanza fits into the overall structure of the text. Ex. Communicate the predictable word or phrase in a text that has a predictable pattern. Ex. Describe how a passage in <i>Travels with Charley</i> adds to understanding what John Steinbeck thought about America.</p> <p>Level III AA Students will: EERI.6.5. Describe how an element of the text fits into the overall structure of the text. Ex. Given the title of an informational text, find a sentence in the text that repeats the title. Ex. In a set of directions, describe what they would do if a step were left out. Ex. After reading a passage, select a title that is appropriate and fitting.</p> <p>Level II AA Students will: EERI.6.5. Identify a sentence from the overall structure of the text. Ex. Given a direction, point to a sentence that tells the most important thing to do.</p> <p>Level I AA Students will: EERI.6.5. Identify an illustration that fits into the overall theme of the text. Ex. Point to an illustration in a text.</p>
<p>RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>EERI.6.6. Explain why the author wrote the text, citing examples.</p>	<p>Level IV AA Students will: EERI.6.6. Explain why the author wrote the text, citing examples. Ex. Provide reasons for a newspaper article on a tornado showing where the text conveys it (e.g., to inform people about an event, to tell people how to be safe during a tornado). Ex. Sort different types of text by their purposes (e.g., to inform, to argue or persuade, to discuss, to tell people how to do something, to explain, to report, to recount.)</p> <p>Level III AA Students will: EERI.6.6. Use an example from text to describe the author’s purpose or point of view. Ex. Choose from three words to describe the author’s point of view from a historical text. Ex. Given a paragraph about a tornado, choose a word from the paragraph that describes what the author thinks about tornados (e.g., <i>scary, exciting</i>).</p>

		<p>Level II AA Students will: EERI.6.6. Identify a word that represents the purpose of a text. <i>Ex.</i> Choose a word that represents what they learned from a report on a real-life event.</p> <p>Level I AA Students will: EERI.6.6. Point to a picture that shows what happened in a text designed to recount an event. <i>Ex.</i> Using a story recounting a real-life event (e.g., a class field trip to a local museum) read by the teacher, point to a picture showing what happened.</p>
<p>Integration of Knowledge and Ideas.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>EERI.6.7. Integrate information from different media to demonstrate understanding of a topic.</p>	<p>Level IV AA Students will: EERI.6.7. Integrate information from different media to demonstrate understanding of a topic. <i>Ex.</i> Compare/combine information from a video and a passage on the same topic to make a statement about the topic.</p> <p>Level III AA Students will: EERI.6.7. Integrate information from different media and formats of texts. <i>Ex.</i> After reading the passage and watching a video, use magazine pictures to create a collage to represent the information. <i>Ex.</i> Compare a text with a video version of the same text to identify ways that the text is the same as the video.</p> <p>Level II AA Students will: EERI.6.7. Identify information from media and other formats of text that are about similar topics. <i>Ex.</i> Recall a phrase from a media presentation. <i>Ex.</i> Recall a phrase from an informational text.</p> <p>Level I AA Students will: EERI.6.7. Identify information from two sources/texts. <i>Ex.</i> Identify a picture that matches a text heard or read.</p>
<p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>EERI.6.8. Distinguish claims in a text supported by reason from those that are not.</p>	<p>Level IV AA Students will: EERI.6.8. Distinguish claims supported by a reason from those that are not. <i>Ex.</i> Identify a claim in an article and find the reasons or evidence in the piece to support the claim and identify a claim that is not supported.</p> <p>Level III AA Students will: EERI.6.8. Distinguish claims in a text supported by reason. <i>Ex.</i> Using an article from the newspaper, identify the claims supported by a reason by highlighting or marking the words.</p> <p>Level II AA Students will: EERI.6.8. Identify claims in a text. <i>Ex.</i> Point out a claim based upon the use of quotation marks. <i>Ex.</i> Recognize what an ad is attempting to sell.</p> <p>Level I AA Students will: EERI.6.8. Recognize a claim in a text. <i>Ex.</i> During shared reading of an informational text, use a switch, a nod, or answer “yes” or “no” when the teacher asks, “Did the author say . . . ?” <i>Ex.</i> Point to an ad in a newspaper.</p>
<p>RI.6.9.</p>	<p>EERI.6.9. (See EERI.6.7.)</p>	
<p>Range of Reading and Level of Text Complexity. RI.6.10.</p>	<p>EERI.6.10. **This Informational Text Essential Element references all elements above.</p>	
<p>Writing</p>		
<p>Text Types and Purposes.</p>	<p>EEW.6.1.a-b. Write an argument with a claim and support it with three or more</p>	<p>Level IV AA Students will: EEW.6.1.a-b. Write an argument with a claim and support it with three or more reasons. <i>Ex.</i> Write about something important to them and support it with reasons (e.g., The student writes, <i>need recess</i> and then supports the claim by writing <i>good for me</i>,</p>

<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p>reasons.</p>	<p><i>friends, tired.</i>) <i>Ex.</i> Following reading and discussion of tall tales, make an exaggerated claim and use story elements discussed to support the claim.</p> <p>Level III AA Students will: EEW.6.1.a-b. Write an argument with a claim and support it with two reasons. <i>Ex.</i> Using a writing template created by the teacher in a talking word processor, fill in a blank to write a claim and to complete more sentences to support the claim (e.g., The student completes the sentence <i>I think we need more computers</i>. And then, the student completes more sentences to give reasons, <i>We need more computers because we don't have enough. We have six students. We only have two computers.</i>) <i>Ex.</i> Following a teacher-led discussion about something important to students, generating written reasons and discussion for and against the claim on an interactive whiteboard, make a claim for one position or the other and then support the claim, using and expanding on the available vocabulary and evidence on the interactive whiteboard (e.g., The student writes, <i>chew gum in school, relax, work harder or not chew gum in school, stick on desk, noisy chew</i>).</p> <p>Level II AA Students will: EEW.6.1.a-b. With guidance and support, write an argument with a claim and support it with one reason. <i>Ex.</i> Write a claim with guidance (e.g., The student tells a peer, "ice cream every day" and the peer supports the student in writing the claim by stretching out the sounds in words so the student can type letters in word prediction software and select the appropriate word from the list.) <i>Ex.</i> After a discussion of student interests and school rules, complete a repeated sentence frame to write a claim by writing the appropriate word in the blank (e.g., <i>We need <claim> because <supportive reason>. We need recess because fun. We need gum because good. We need talk because friends.</i>). After each statement, the teacher leads group in identifying claim and discussion of reason.</p> <p>Level I AA Students will: EEW.6.1.a-b. With guidance and support, state an argument with a claim. <i>Ex.</i> Work with an adult to select a message to program on a single message voice output device and then use the device to state a claim (e.g., "This is gonna work.").</p>
<p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p>EEW.6.1.c. N/A</p>	
<p>d. Establish and maintain a formal style.</p>	<p>EEW.6.1.d. N/A</p>	
<p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>EEW.6.1.e. N/A</p>	
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as</p>	<p>EEW.6.2.a-b. Write to convey ideas and information including three or more facts, details, and other information</p>	<p>Level IV AA Students will: EEW.6.2.a-b. Write to convey ideas and information including three or more facts, details, and other information. <i>Ex.</i> Write a short report on a self-selected topic, provide facts about the topic, and add details and information discussed in class related to the facts. <i>Ex.</i> Given a familiar scenario, write about the details.</p> <p>Level III AA Students will: EEW.6.2.a-b. Write to convey ideas and information including two facts and details. <i>Ex.</i> Write a short report about an assigned topic including facts about the topic. <i>Ex.</i> Write about information learned in science on an assigned topic.</p> <p>Level II AA Students will: EEW.6.2.a-b. With guidance and support, write to convey ideas and information clearly including one facts or details. <i>Ex.</i> Work with peers to write a report on a science topic (e.g., The student writes about climate and the kinds of clothing we wear in different weather.).</p> <p>Level I AA Students will: EEW.6.2.a-b. State ideas and information including one fact or details, or other information.</p>

<p>definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</p>		<p>Ex. Use a yes/no switch to indicate support for an idea or something a peer says should be included in the shared writing. Ex. Select illustrations to include in the shared writing project.</p>
c.	EEW.6.2.c. N/A	
d.	EEW.6.2.d. N/A	
e.	EEW.6.2.e. N/A	
f.	EEW.6.2.f. N/A	
<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>EEW.6.3. Select an event or personal experience and write a narrative about that includes multiple characters, and multiple events in sequence.</p> <p>a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.</p>	<p>Level IV AA Students will: EEW.6.3.a-b. Select an event or personal experience and write a narrative about that includes multiple characters, and multiple events in sequence. Ex. Write about a personal experience (e.g., <i>Go to movies</i>), writing about oneself (<i>me</i>) and friends (<i>JT and K</i>), and including multiple events (<i>go in car. By popcorn</i> [popcorn]). Ex. After reading and discussing a non-fiction text, write about an event (e.g., <i>Boston Tea Party</i>), the situation (<i>tea tax</i>), the actors (<i>colonists</i>), and the actions (<i>got on ships, threw tea in harbor</i>).</p> <p>Level III AA Students will: EEW.6.3.a-b. Introduce the experience or situation, at least one character, and two or more events in sequence. Ex. Write about a personal experience (e.g., <i>make bns</i> [brownies]), writing about himself (<i>me</i>) and mom (<i>mom</i>), and including two events (<i>cook. eat</i>). Ex. After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes to write about an event (e.g., <i>Boston Tea Party</i>), the situation (<i>tea tax</i>), the actors (<i>colonists</i>), and the actions (<i>got on ships, threw tea in harbor</i>).</p> <p>Level II AA Students will: EEW.6.3.a-b. With guidance and support, Introduce the experience or situation, at least one character, and two or more events in sequence. Ex. With guidance and support from a teacher who guides the student through each step of writing, write about a personal experience (e.g., going <i>siping</i> [shopping]). Ex. After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write about them using a template (e.g., This text is about <event>. The colonists <did what two things> because <what were they mad about>.).</p> <p>Level I AA Students will: EEW.6.3.a-b. With guidance and support, communicate about a personal experience. Ex. With the support of an adult who gets the student's remnant book and turns the pages, select an artifact from the remnant book (e.g., movie ticket) and then use signs and gestures to say, "me go" which the adult writes on a sticky note and reads aloud and sticks on the page in the book. Ex. Having seen a photo from a field trip, use a multi-message device to communicate about the experience (<i>Go farm. Happy.</i>), which the teacher will write below the photo and read aloud as the student observes.</p>
c.	EEW.6.3.c. N/A	
d.	EEW.6.3.d. N/A	

<p>e.</p> <p>Production and Distribution of Writing.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>EEW.6.3.e. N/A</p> <p>EEW.6.4. Produce writing that is appropriate for the task, purpose, or audience using the correct style and organization for the task</p>	<p>Level IV AA Students will:</p> <p>EEW.6.4. Produce writing that is appropriate for the task, purpose, or audience using the correct style and organization for the task</p> <p><i>Ex.</i> Write a thank you note.</p> <p><i>Ex.</i> Write a short research report stating the topic and providing supporting information as required by the assignment.</p> <p><i>Ex.</i> Write a poem that has the desired language structure and content.</p> <p>Level III AA Students will:</p> <p>EEW.6.4. Produce writing that is appropriate to the task, purpose, or audience using graphic organizer.</p> <p><i>Ex.</i> Write the schedule for the day using a planner page.</p> <p><i>Ex.</i> Write an invitation using a computer template.</p> <p>Level II AA Students will:</p> <p>EEW.6.4. Produce writing that is appropriate to the task, purpose, or audience by selecting the missing parts from prepared organizer.</p> <p><i>Ex.</i> Use a letter-writing rubric or set of reminders to write a thank you note.</p> <p><i>Ex.</i> Use a ready-made set-up in multimedia software to write a short research report filling in the topic and two facts related to it.</p> <p>Level I AA Students will:</p> <p>EEW.6.4. produce writing for a variety of purposes.</p> <p><i>Ex.</i>, write to sign name.</p> <p><i>Ex.</i>, write to respond to a direction.</p>
<p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>EEW.6.5 With guidance and support from adults and peers, plan writing and revise writing using the editing process.</p>	<p>Level IV AA Students will:</p> <p>EEW.6.5. With guidance and support from adults and peers, plan writing and revise writing using the editing process.</p> <p><i>Ex.</i> After working with the teacher to brainstorm ideas for writing, use a personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback.</p> <p><i>Ex.</i> After reading a science text, take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary, to complete the L column of a KWL chart, share it with classmates, and revise based on their feedback.</p> <p>Level III AA Students will:</p> <p>EEW.6.5. With guidance and support from adults and/or peers, plan by brainstorming and revise own writing by adding more information.</p> <p><i>Ex.</i> After working with the teacher to brainstorm ideas for writing, they are then entered in a word bank for the student to use when writing, and add more information to own writing after sharing and getting suggestions from peers.</p> <p><i>Ex.</i> After working with peers to brainstorm ideas for writing with the information in graphic organizer software, use the software to transform the organizer into an outline and add to the ideas in the outline.</p> <p><i>Ex.</i> After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary, to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.</p> <p>Level II AA Students will:</p> <p>EEW.6.5. With guidance and support from adults and peers, plan by brainstorming to strengthen own writing.</p> <p><i>Ex.</i> Work with the teacher to read something the students have already written and brainstorm ideas of things to add to strengthen the writing. <i>Ex.</i> Work with peers to brainstorm ideas for writing and put the information in graphic organizer software.</p> <p><i>Ex.</i> Work with the teacher and peers in writing groups to listen to each group member respond (“What I liked best about your writing . . . ,” “One question I have is . . . ?,” and “One suggestion I have is”), and use that feedback to revise draft with teacher guidance.</p> <p>Level I AA Students will:</p> <p>EEW.6.5. With guidance and support from peers and adults, write.</p> <p><i>Ex.</i> With guidance and support from peers, select words from a word bank for writing.</p> <p><i>Ex.</i> With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet (“Tell me the next one.”) and write desired letters (“Write that one for me.”).</p>

<p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>EEW.6.6. Use technology, including the Internet, to produce writing as well as interacting and collaborating with others.</p>	<p>Level IV AA Students will: EEW.6.6. Use technology, including the Internet, to produce writing as well as interacting and collaborating with others. <i>Ex.</i> Work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. <i>Ex.</i> In a science lesson, after visiting a topically relevant website, use a talking word processor to draft notes, and then share what was learned with peers.</p> <p>Level III AA Students will: EEW.6.6. Use technology, including the Internet, to produce writing as well as interacting and collaborating with others. <i>Ex.</i> Navigate the Internet (e.g., using screen reader software), identify information about the selected topic, and use the information to write (e.g., using a talking word processor with an alternative keyboard), and share what was learned with classmates. <i>Ex.</i> Select images from the Internet and write about the images (e.g., using a talking word processor and word prediction software) and share what is learned with classmates. <i>Ex.</i> Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. <i>Ex.</i> In a science lesson, after visiting websites designated by the teacher, use talking word processor to draft notes and then share what was learned with peers.</p> <p>Level II AA Students will: EEW.6.6. Use technology, including the Internet, to produce writing as well as interacting and collaborating with others. <i>Ex.</i> Working with an adult, navigate the Internet to identify images to use in writing about a self-selected topic and interact with the teacher about each image and copy/paste selected pictures into writing project. <i>Ex.</i> Work with a group of peers to complete a research project, selecting images from the Internet and writing about the topic using talking word processors with peers helping the student stretch out the sounds in words to type words using word prediction software.</p> <p>Level I AA Students will: EEW.6.6. Use technology to participate in group writing projects. <i>Ex.</i> Use a switch to say "I like that." (if they choose) when asked by group members what they think of pictures and text being developed by a small group. <i>Ex.</i> Use a camera to capture pictures that are then used in a story being developed by a small group and indicate "yes" or "no" when asked if accompanying text written by the group seems on target.</p>
<p>Research to Build and Present Knowledge.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>EEW.6.7. Conduct research to answer a question based on two or more sources of information.</p>	<p>Level IV AA Students will: EEW.6.7. Conduct research to answer a question based on several sources of information. <i>Ex.</i> Conduct research using the Internet to gather information from several sources on a topic assigned by the teacher (e.g., The teacher asks students to identify the habitat and eating habits of prey and the student reads multiple websites to identify the information before writing the answer.). <i>Ex.</i> Use sticky notes to mark pages in several books where there is relevant information (e.g., What led to the Boston Tea Party?), and then write that information in a group research project.</p> <p>Level III AA Students will: EEW.6.7. Conduct research to answer a question based on two or more sources of information. <i>Ex.</i> Research two texts provided by the teacher to answer questions on an assigned topic (e.g., The teacher asks students to identify the habitat and eating habits of prey and gives students two texts that have the answers in it. Students read the texts in order to find the answers.). <i>Ex.</i> Research two webpages provided by the teacher to locate answers to questions on an assigned topic (e.g., The teacher creates a ready-made set-up for the interactive whiteboard that first presents a question, then presents a webpage that includes the answer, the student reads the question, the webpage, and then writes an answer to the question, then advances to the next webpage and repeats.).</p> <p>Level II AA Students will: EEW.6.7. With guidance and support, conduct research to answer a question based on one source of information. <i>Ex.</i> Use a webpage and a word bank provided by the teacher to answer questions in slot-filler sentences to write about information found (e.g., The teacher creates a ready-made set-up for the interactive whiteboard that first presents a question, then presents a webpage that includes the answer, and a word bank with fill-in-the-blank sentences to support writing. The student reads the question and webpage using the screen reader and then writes an answer to the question using the word bank.).</p>

		<p>Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project.</p> <p>Level I AA Students will: EEW.6.7. Participate in group research and writing activities. <i>Ex.</i> During a shared reading/writing lesson, use a single message voice output device to say, "Write that down," when the teacher reads information that is important, and listen and observe as the teacher reads it aloud and points to the words. <i>Ex.</i> Use a multiple message voice output device to ask questions programmed by the teacher (e.g., "What does it say? Is that good? Should we look at something else?") that guide the group in completing the research project. <i>Ex.</i> Explore two webpages with peers using a screen reader, choose one piece of information from each, type letters about them while Level III or II peer type short notes and read them aloud.</p>
<p>W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>EEW.6.8. Identify quotes from print or digital sources that provide information about a topic paraphrasing the information and identifying sources.</p>	<p>Level IV AA Students will: EEW.6.8. Identify quotes from print or digital sources that provide information about a topic paraphrasing the information and identifying sources. <i>Ex.</i> Given a passage projected on an interactive whiteboard, highlight portions that provide information about the topic and write notes on the information they provide. <i>Ex.</i> Given a book, mark informative quotes with sticky notes and write notes on the information they provide.</p> <p>Level III AA Students will: EEW.6.8. Identify quotes from print or digital sources that provide information about a topic identify the source of quote. <i>Ex.</i> Given a selection of quotes from a text on a given topic, identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean.</p> <p>Level II AA Students will: EEW.6.8. Identify quotes on a given topic from a familiar print or digital source. <i>Ex.</i> After engaging in shared or guided reading of a text about a given topic, identify quotes that did and did not come from the text.</p> <p>Level I AA Students will: EEW.6.8. While engaging in shared reading of a text, identify words related to a topic. <i>Ex.</i> Use a single message voice output device during shared reading to say, "That's one" when the teacher reads words related to the given topic, and the teacher adds the words to a book chart, reading them aloud as the student observes and listens.</p>
<p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.").</p>	<p>EEW.6.9. Use at least two pieces of information from literary and informational text to support writing.</p> <p>a. Apply <i>Essential Elements of Grade 6 Reading Standards</i> to literature (e.g., "Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.").</p>	<p>Level IV AA Students will: EEW.6.9.a. Use at least two pieces of information from literary and informational text to support writing.</p> <p>Level III AA Students will: EEW.6.9.a. Use information from literary and informational text to support writing. <i>Ex.</i> After reading a book and watching a video version of the same story, write to describe what they like and did not like about the different presentations (e.g., <i>like pictures in book, like to watch movies</i>). <i>Ex.</i> After reading two versions of the Cinderella story, complete a same/different chart, listing similarities and differences in the two sources. <i>Ex.</i> After reading a poem and listening to the poet read it aloud, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the two experiences and what is the same.</p> <p>Level II AA Students will: Identify information from literary and informational text to support writing. EEW.6.9.a. <i>Ex.</i> Write words or phrases from a list to identify what is the same between a text and a video of the same story. <i>Ex.</i> After reading two versions of the Cinderella story, complete a same/different chart with teacher guidance and support, listing similarities and differences in the two sources. <i>Ex.</i> After reading a poem and listening to the poet read it aloud, with teacher guidance and support, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the two experiences and what is the same.</p> <p>Level I AA Students will: EEW.6.9.a. With guidance and support, participate in shared writing activities that follow up shared reading activities. <i>Ex.</i> During a shared reading/writing lesson, use a single message voice output device to say, "Write that down," when the teacher reads a detail or idea that is important and listens and observes as the teacher writes the words and reads them aloud.</p>

		<p>Ex. During shared reading of text projected on an interactive whiteboard, indicate with “yes” or “no” whether they think highlighted text chosen by peers is important and listen as peers defend choice in text.</p>
<p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>EEW.6.9.b. Apply <i>Essential Elements of Grade 6 Reading Standards</i> to informational text “Distinguish claims in a text supported by reason from those that are not supported.</p>	<p>Level IV AA Students will: EEW.6.9.b. “Distinguish claims in a text supported by reason from those that are not supported. <i>Ex.</i> After reading or watching an advertisement list which claims were supported by reason and which were not.</p> <p>Level III AA Students will: EEW.6.9.b.., “Distinguish claims in a text supported by reason. <i>Ex.</i> Write a claim found in a website ad and list reasons it is exaggerated.</p> <p>Level II AA Students will: EEW.6.9.b. Match claims in a text to a reason. <i>Ex.</i> Match a statement in a text to a fact.</p> <p>Level I AA Students will: EEW.6.9.b. Participate in shared writing activities that build on shared reading activities. <i>Ex.</i> During a shared reading/writing lesson, use a single message voice output device to say, “Write that down,” when the teacher reads information that is important, and then listen and observe as the teacher writes it and reads it aloud. <i>Ex.</i> During shared reading of text projected on an interactive whiteboard, indicate with “yes” or “no” whether they think highlighted text chosen by peers is important and listen as peers defend choice in text, important to include in group writing.</p>
Speaking and Listening		
<p>Comprehension and Collaboration.</p> <p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>SL.6.1 Prepare for discussions through prior study as evidenced by the preparation of notes or other support materials. a. Prepare for discussion through prior study.</p>	<p>Level IV AA Students will: EESL.6.1.a. Prepare for discussions through prior study as evidenced by the preparation of notes or other support materials. <i>Ex.</i> Get ready for a discussion with peers by reading a text, highlighting the important parts or writing key ideas on sticky notes. <i>Ex.</i> Get ready for a discussion on a science topic by watching a video while marking key ideas on a listening guide provided by the teacher.</p> <p>Level III AA Students will: EESL.6.1.a. Prepare for discussion through prior study. <i>Ex.</i> Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about . . .). <i>Ex.</i> Prepare for a discussion about a science topic by watching a video on the topic prior to the discussion. <i>Ex.</i> Prepare for a discussion by using the Internet to view information on the topic to be discussed.</p> <p>Level II AA Students will: EESL.6.1.a. Prepare for discussions by reviewing previously completed assignments. <i>Ex.</i> Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about rocks.). <i>Ex.</i> Prepare for a discussion by preprogramming or organizing messages on a voice output communication device. <i>Ex.</i> Prepare for a discussion by making a list of ideas, words, or information to share.</p> <p>Level I AA Students will: EESL.6.1.a. With support, review pictures, symbols, objects, or artifacts to use in a discussion. <i>Ex.</i> Prior to participating in a discussion on a science topic, interact with a variety of illustrations or objects related to the topic (e.g., look at a picture of Stonewall Jackson before the teacher discusses the Battle of Bull Run). <i>Ex.</i> Prior to participating in a discussion, preview pre-stored messages on a multiple message communication device with a peer.</p>
<p>b. Follow rules for collegial discussions, set specific goals and</p>	<p>SL.6.1.b. Follow simple, agreed-upon rules for discussions and carry out an</p>	<p>Level IV AA Students will: EESL.6.1.b. Follow simple, agreed-upon rules for discussions and carry out an assigned role. <i>Ex.</i> Having been assigned a role for a literature circle discussion, fulfill a role in the group.</p>

<p>deadlines, and define individual roles as needed.</p>	<p>assigned role</p>	<p>Ex. Per the class norms for discussions, use “I” statements, wait for a peer to finish before talking, and restate when asked.</p> <p>Level III AA Students will: EESL.6.1.b. Follow simple, agreed-upon rules for discussions and contribute information. Ex. Given an object to help the group insure that only one student is talking at a time, listen while peers are talking and share own ideas when holding the object.</p> <p>Level II AA Students will: EESL.6.1.b. Contribute to classroom discussions. Ex. Use a multiple message voice output device to add comments during a discussion offered spontaneously without attention to rules. Ex. Add to the discussion when directly prompted to (e.g., “Tell us what you think.”).</p> <p>Level I AA Students will: EESL.6.b. When prompted, add prepared information to a discussion. Ex. Use a single message voice output device to add to a discussion when asked. Ex. When prompted, look at a picture drawn in preparation for the discussion and tell the group about it.</p>
<p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p>SL.6.1.c. Ask and answer questions specific to the topic, text, or issue under discussion.</p>	<p>Level IV AA Students will: EESL.6.1.c. Ask and answer questions specific to the topic, text, or issue under discussion and include details when answering questions. Ex. During a discussion with peers about a text, answer specific questions about the topic and provide details. Ex. During a discussion with peers about current events, ask specific questions (e.g., “What happened to him?”) and answer questions with details (e.g., “Lots of animals in park. Bear. Buffalo.”).</p> <p>Level III AA Students will: EESL.6.1.c. Ask and answer questions specific to the topic, text, or issue under discussion. Ex. During a discussion with peers about a text, ask specific questions about the comments of peers (e.g., “Why did she do that?”) and answer questions when asked by peers (e.g., “What do you think?”). Ex. During a discussion with peers about current events, ask specific questions (e.g., “What happened to him?”) and answer questions (e.g., “Have you ever been there?”).</p> <p>Level II AA Students will: EESL.6.1.c. Answer questions about the topic under discussion. Ex. Respond to others when addressed during a discussion. Ex. During a discussion, respond to a question using a message on a multiple message voice output device. Ex. During a discussion, respond to a question by combining symbols on a multiple message voice output device.</p> <p>Level I AA Students will: EESL.6.1.c. Answer questions during a discussion using preprogrammed or practiced responses. Ex. During a discussion, respond to a question using a message on a single message voice output device. Ex. During a discussion, respond to a question by looking at a symbol from an array that has been used to rehearse the question prior to the discussion.</p>
<p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>SL.6.1.d. Restate key ideas expressed from two perspectives in the discussion including own ideas.</p>	<p>Level IV AA Students will: EESL.6.1.d. Restate key ideas expressed from two perspectives in the discussion including own ideas. Ex. After a discussion about a book chapter, restate two key ideas when the teacher asks, “Tell me two important things to remember about the chapter.” Then, respond correctly when the teacher asks, “What key ideas did you think of?” Ex. After a discussion about the results of a science experiment, use a multiple message voice output device to restate key ideas including own ideas (e.g., “Lincoln was president in Civil War. Lincoln was great president.”).</p> <p>Level III AA Students will: EESL.6.1.d Restate key ideas expressed from two perspectives in the discussion. Ex. After a discussion about a book chapter, restate two key ideas when the teacher asks, “Tell me two important things to remember about the chapter.” Ex. After a discussion about the results of a science experiment, use a multiple message voice output device to restate key ideas.</p>

		<p>Level II AA Students will: EESL.6.1.d. Identify key ideas expressed in the discussion. <i>Ex.</i> After participating in a discussion, identify from a list of statements the key ideas that were discussed. <i>Ex.</i> After participating in a discussion during which the teacher lists ideas, identify those from the list that were key to the discussion.</p> <p>Level I AA Students will: EESL.6.1.d. identify a key issue after the discussion. <i>Ex.</i> After a discussion from which the teacher creates a visual display of the key ideas that are shared, identify from the visual display a key idea.</p>
<p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>EESL.6.2. Identify information presented in graphical, oral, visual, or multimodal formats and explain its relation to a topic or text.</p>	<p>Level IV AA Students will: EESL.6.2. Identify information presented in graphical, oral, visual, or multimodal formats and explain its relation to a topic or text. <i>Ex.</i> When shown an illustration to support a topic being discussed in class, point to various parts of the illustrations and tell how it relates to the topic. <i>Ex.</i> When shown a graphic organizer completed by the group displaying the main idea and details from a book, describe how the details relate to the main idea.</p> <p>Level III AA Students will: EESL.6.2. Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text. <i>Ex.</i> When shown an illustration to support a topic being discussed in class, point to various parts of the illustrations that relate to the topic. <i>Ex.</i> When shown an animation (e.g., a plant growing), identify the information that is depicted (e.g., seed planted, roots grow, stem forms, etc.).</p> <p>Level II AA Students will: EESL.6.2. Identify graphical, oral, visual, or multimodal displays that relate to a topic or text. <i>Ex.</i> When shown several illustrations from an informational text, identify one that relates to the topic being discussed. <i>Ex.</i> When shown an array of animations (e.g., a plant growing), identify one that relates to the topic.</p> <p>Level I AA Students will: EESL.6.2. Match a missing element to the appropriate oral, visual, or multimodal display. <i>Ex.</i> Given a choice of three words, select the appropriate word to complete a sentence a teacher reads from a familiar text. <i>Ex.</i> Given a picture of a leaf from a plant, identify the photo from which the leaf is missing.</p>
<p>SL.6.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>EESL.6.3. Identify points the speaker makes that are supported by evidence.</p>	<p>Level IV AA Students will: EESL.6.3. Identify the argument or claim a speaker makes that are supported by evidence. <i>Ex.</i> When a guest speaker leaves the class, tell the teacher what the speaker talked about (e.g., “Community-based recycling is important.”) and points the speaker gave to support it. <i>Ex.</i> After listening to the principal explain the new rules about lunch, tell that the principal explained the new lunch rules and state two reasons why the rules were changed.</p> <p>Level III AA Students will: EESL.6.3. Identify points that the speaker makes to support an argument or claim. <i>Ex.</i> When asked why the speaker thinks community-based recycling is important, identify two points the speaker gave. <i>Ex.</i> After listening to the principal explain the new rules about lunch, tell two reasons why the rules were changed.</p> <p>Level II AA Students will: EESL.6.3. Identify the main point a speaker makes. <i>Ex.</i> When given three choices (e.g., community-based recycling: [1] is important for everyone, [2] saves resources, and [3] reduces waste.), indicate, when asked, that the speaker’s main point was that community- based recycling is important for everyone. <i>Ex.</i> After listening to the principal explain the new rules about lunch and provided with three choices (e.g., new rules, change of lunch menu, bad behavior in the lunch room), identify the new rules as the main point of the principal’s comments.</p> <p>Level I AA Students will: EESL.6.3. Recognize speaker. <i>Ex.</i> Establish eye gaze with speaker when spoken to. <i>Ex.</i> Face toward the speaker while he or she is speaking. <i>Ex.</i> Nod or otherwise acknowledge the speaker when directly addressed.</p>

<p>Presentation of Knowledge and Ideas.</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>EESL.6.4. Present findings including descriptions, facts, or details related to a topic; use appropriate eye contact and adequate volume.</p>	<p>Level IV AA Students will: EESL.6.4. Present own findings including descriptions, facts, or details related to a topic use appropriate eye contact and adequate volume. <i>Ex.</i> State the topic of one’s own presentation and share specific descriptions of facts and details related to the topic. <i>Ex.</i> Using a multimedia presentation on an interactive whiteboard, present self-selected pictures of rocks and minerals, and present facts or details about each.</p> <p>Level III AA Students will: EESL.6.4. Present findings including descriptions, facts, or details related to a topic use appropriate eye contact and adequate volume. <i>Ex.</i> After working with a group to create a presentation on rocks and minerals, present the findings including details regarding the rocks and mineral samples that are being passed around the class. <i>Ex.</i> After working with an adult to create a report on a self-selected topic, present the report including a clear statement of the topic and facts related to it.</p> <p>Level II AA Students will: EESL.6.4. Present findings including details related to a familiar, personally relevant topic. <i>Ex.</i> After working with a group to create a presentation on hobbies, present one or two details. <i>Ex.</i> Show the class own collection and tell details related to it.</p> <p>Level I AA Students will: EESL.6.4. Indicate a detail from a presentation on a selected topic. <i>Ex.</i> Use a switch to indicate whether a detail was in a recent media presentation. <i>Ex.</i> During a media presentation, vocalize or gesture to communicate when a detail is stated.</p>
<p>SL.6.5. Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.</p>	<p>EESL.6.5. Create an auditory, visual, or tactual display to enhance and clarify information in the presentations.</p>	<p>Level IV AA Students will: EESL.6.5. Create an auditory, visual, or tactual display to enhance and clarify information in the presentations. <i>Ex.</i> In a presentation about different types of trees, make a drawing that shows the similar parts of all trees. <i>Ex.</i> Create a playlist of music to enhance and clarify the information in a presentation.</p> <p>Level III AA Students will: EESL.6.5. Select an auditory, visual, or tactual display to clarify the information in presentations. <i>Ex.</i> Select from a gallery, a display to use in a presentation that shows different foods derived from corn. <i>Ex.</i> Select illustrations or photos that show the parts of plants and clearly differentiate each part from the others.</p> <p>Level II AA Students will: EESL.6.5. Select an auditory, visual, or tactual display to accompany a presentation. <i>Ex.</i> Choose a display from a provided array related to the topic of the presentation, such as a picture of a cat to go with a presentation on felines. <i>Ex.</i> Selects pictures or illustrations of plants to accompany a presentation on the parts of plants.</p> <p>Level I AA Students will: EESL.6.5. Select from an array of appropriate auditory, visual, or tactual display to accompany a presentation. <i>Ex.</i> Given a choice of three pictures of plants, choose one for the group to use in its presentation on plants. <i>Ex.</i> Given a choice of two quartz rocks, choose one for the group to pass around to the audience during their presentation on rocks and minerals.</p>
<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>EESL.6.6. Use formal and informal language as appropriate to the communication partner and situation.</p>	<p>Level IV AA Students will: EESL.6.6. Shift between formal and informal language as appropriate to the communication partner and situation. <i>Ex.</i> When talking with adults and peers in a group, shift between informal language to casually agree with comments and formal language to state own opinion. <i>Ex.</i> At the beginning of a class period, chat informally with peers but shift to formal language when the teacher begins the class and asks a direct question.</p> <p>Level III AA Students will: EESL.6.6. Use formal and informal language as appropriate to the communication partner and situation. <i>Ex.</i> Revise comment using formal language when clarification of informal language is requested. <i>Ex.</i> Use formal language to present information and then shift to informal language to respond to feedback from peers when done. <i>Ex.</i> Respond formally to questions posed by unfamiliar others.</p>

		<p>Level II AA Students will: EESL.6.6. Use formal and informal language. <i>Ex.</i> Use phrases and informal expressions in responding to peers. <i>Ex.</i> Revise comment using formal language when asked to say something another way.</p> <p>Level I AA Students will: EESL.6.6. With support as needed, use symbolic language to communicate informally with others. <i>Ex.</i> Select a picture symbol to communicate a choice in activities. <i>Ex.</i> Hand an object to a teacher to communicate a choice in activities.</p>
Language		
<p>Conventions of Standard English.</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<p>EEL.6.1. Demonstrate standard English grammar and usage when communicating. a. Use personal pronouns (e.g., <i>he, she, they</i>) correctly.</p>	<p>Level IV AA Students will: EEL.6.1.a. Use names <i>and</i> pronouns interchangeably when communicating about specific people, places, or things. <i>Ex.</i> Use names and pronouns when talking to a peer about another student (e.g., The student is talking about another student and says, “John got cake.” The teacher replies, “He did? Did he like it?” The student replies, “Yeah, he like it.”).</p> <p>Level III AA Students will: EEL.6.1.a. Use personal pronouns (e.g., <i>he, she, they</i>) correctly. <i>Ex.</i> Identify self and others in the classroom through corresponding pronouns.</p> <p>Level II AA Students will: EEL.6.1.a. Uses personal pronoun correctly to refer to self (e.g., <i>I, me, and we</i>). <i>Ex.</i> Use <i>I</i> or <i>we</i> when speaking about oneself (e.g., The teacher asks, “Who wants to go?,” and the student replies, “<i>Me!</i>”) <i>Ex.</i> Use <i>I, me,</i> or <i>we</i> to refer to oneself in written communication (e.g., write simple text with a repeated sentence frame, “I like” <i>Ex.</i> Use a switch or step-by-step with sentence frames that use <i>I, me,</i> and <i>we</i> to refer to oneself and groups that include oneself (e.g., Write simple text with a sentence frame, “We are”).</p> <p>Level I AA Students will: EEL.6.1.a. With guidance and support, use <i>me</i> to refer to self. <i>Ex.</i> With guidance and support, make requests for oneself as <i>I</i> or <i>me</i> (e.g., The teacher is passing out materials for a project and asks, “Who wants one?” and support the student in placing hand on chest to sign, <i>me</i>. <i>Ex.</i> With guidance and support, answer questions using <i>I</i> or <i>me</i> to refer to oneself (e.g., Students are waiting in line for a turn and the teacher asks, “Who is next?” The student responds, “<i>Me!</i>”) using words or single message voice output device.</p>
b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).	EEL.6.1.b. N/A	
c.	EEL.6.1.c. N/A	
d.	EEL.6.1.d. N/A	
e.	EEL.6.1.e. N/A	
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses,</p>	<p>EEL.6.2. Demonstrate understanding of conventions of standard English when writing. a. Use correct end punctuation.</p>	<p>Level IV AA Students will: EEL.6.2.a. Use correct end punctuation. <i>Ex.</i> Write an e-mail to a pen pal and includes questions about the pal’s life.</p> <p>Level III AA Students will: EEL.6.2.a. Use question marks at the end of written questions. <i>Ex.</i> Tells teacher to use a question mark at the end of a question in a shared writing activity.</p> <p>Level II AA Students will: EEL.6.2.a. Distinguishes between question marks and periods in written text. <i>Ex.</i> During a shared reading activity, the teacher points to ending punctuation in the text and asks, “What is this?”</p>

dashes) to set off nonrestrictive/ parenthetical elements.*[sic]		<p>Level I AA Students will: EEL.6.2.a. Responds to simple questions. <i>Ex.</i> After the teacher provides a choice of two items and asks, “What do you want?,” respond by making a choice. <i>Ex.</i> During shared reading of a text with a repeated line, when the teacher asks, “What happens next?,” use a single message device to say the repeated line.</p>
b. Spell correctly.	<p>EEL.6.2.b. Use complete phonetic representations (initial, final, medial) when spelling untaught words, drawing on common spelling patterns as appropriate.</p>	<p>Level IV AA Students will: EEL.6.2.b. Use complete phonetic representations (initial, final, medial) when spelling untaught words, drawing on common spelling patterns as appropriate. <i>Ex.</i> When writing in a journal, spell the word <i>dragon</i> phonetically (e.g., <i>dragun</i>). <i>Ex.</i> When writing, spell the word <i>luck</i> phonetically (e.g., <i>luk</i>).</p> <p>Level III AA Students will: EEL.6.2.b. Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns. <i>Ex.</i> Spell words looking for relationships and or common spelling patterns (e.g., light is spelled <i>lite</i>). <i>Ex.</i> Use a set of key words that have common spelling patterns as a support in spelling untaught words (e.g., uses the keyword <i>back</i> to help spell the word <i>rack</i>).</p> <p>Level II AA Students will: EEL.6.2.b. Identify beginning, medial and ending word sounds.. <i>Ex.</i> Spell <i>man</i> when the teacher reads a word that is spelled with a common spelling pattern (e.g., <i>can</i>), and says, “Use <i>can</i> to help you spell <i>man</i>.” <i>Ex.</i> Write several words that fit in the same word family with a given word (e.g., <i>cat</i>: <i>bat, fat, pat, sat</i>).</p> <p>Level I AA Students will: EEL.6.2.b. Identify beginning and ending word sounds. <i>Ex.</i> Point to letters on a bulletin board in the hallway when asked, “Where are the letters?” <i>Ex.</i> Point to text when asked to show me the words to read in a book.</p>
<p>Knowledge of Language.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*[sic]</p>	<p>EEL.6.3. Use language to achieve desired meaning in communication.</p> <p>a. Vary use of language when the listener or reader does not understand the initial attempt.</p>	<p>Level IV AA Students will: EEL.6.3.a. Vary use of language and provide additional information when the listener or reader does not understand initial communication effort. <i>Ex.</i> Provide additional information when the initial attempt to communicate is not understood fully.</p> <p>Level III AA Students will: EEL.6.3.a. Vary use of language when the listener or reader does not understand the initial attempt. <i>Ex.</i> Make a comment in a different way, when trying to make a comment during a lesson but when it is not clear what is meant. <i>Ex.</i> Shift to an AAC system to clarify when speech is used to ask a question but the question is not understood.</p> <p>Level II AA Students will: EEL.6.3.a. Use language to achieve meaning when communicating. <i>Ex.</i> Use individual communication system to express feelings. <i>Ex.</i> Communicate desired want or need (provided with visuals as needed).</p> <p>Level I AA Students will: EEL.6.3.a. Acknowledge and respond to communication. <i>Ex.</i> Change affect in response to a communication from someone else – smile, eye gaze, some form of communication.</p>
b. Maintain consistency in style and tone.	EEL.6.3.b. N/A	
<p>Vocabulary Acquisition and Use.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning</p>	<p>EEL.6.4. Demonstrate knowledge of vocabulary drawn from reading and content areas.</p> <p>a. Use context to identify the meaning of a word or</p>	<p>Level IV AA Students will: EEL.6.4.a. Use context to determine the meaning of a new word or phrase. <i>Ex.</i> Given a sentence with an underlined word, replace the underlined word with another word that has the same meaning.</p> <p>Level III AA Students will: EEL.6.4.a. Use context to identify which word in an array of content-related words complete a sentence correctly. <i>Ex.</i> Complete a maze task.</p>

<p>words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>phrase.</p>	<p>Level II AA Students will: EEL.6.4.a. Match vocabulary to meaning. Ex. Match a word to its meaning. Ex. Match a picture to word.</p> <p>Level I AA Students will: EEL.6.4.a. Demonstrate an understanding of the meaning of common words. Ex. Identify an object named by an adult (e.g., During a science unit on recycling, student identifies a bottle from a field of three objects when requested.).</p>
<p>b. Use common, grade-appropriate Greek or Latin affixes and roots</p>	<p>EEL.6.4.b. N/A</p>	
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>EEL.6.4.c Use reference materials for clarification of unfamiliar words</p>	<p>Level IV AA Students will: EEL.6.4.c. Use reference materials for clarification of unfamiliar words. Ex. Students will use the dictionary on the e-reader to define unfamiliar words.</p> <p>Level III AA Students will: EEL.6.4.c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. Ex. While reading, point to an unfamiliar word and ask, "What's that?" Ex. While reviewing vocabulary for a shared writing activity and the teacher finishes with a word that is unknown, say, "What?"</p> <p>Level II AA Students will: EEL.6.4.c. Recognize a new word when encountered while reading or communicating. Ex. While reading with a teacher, point to a word indicating that it is the new word they just learned.</p> <p>Level I AA Students will: EEL.6.4.c. Asks for help when needed. Ex. Indicate need for help by raising hand, hitting switch, etc. Ex. Indicate "yes" or "no" when asked, "Do you understand?" or "Do you have any questions?" Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.</p>
<p>d. Verify the preliminary determination</p>	<p>EEL.6.4.d. N/A</p>	
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p>	<p>EEL.6.5. Use figurative language and word relationships correctly</p> <p>a. Interpret figurative language (e.g., The man was as big as a tree.).</p>	<p>Level IV AA Students will: EEL.6.5.a. Use figurative language and word relationships correctly. Ex. Tell the teacher her hands are "as cold as ice" or that he is "hungry as a bear." Ex. Navigate independently to preprogrammed message in an AAC system to tell someone that the bus lift is <i>slow as a snail</i>.</p> <p>Level III AA Students will: EEL.6.5.a. Demonstrate understanding of figurative language and word relationships. Ex. Respond "huge," "really big," etc. when asked what is meant by "A man was as big as a tree." Ex. Choose "fast" from word choices when asked what is meant by "The girl ran like the wind."</p> <p>Level II AA Students will: EEL.6.5.a. Identify word relationships. Ex. Work with the teacher to make a list of words to use instead of "said" when writing.</p>

		<p>Level I AA Students will: EEL.6.5. Given the category, sort words. <i>Ex. Select all of the animals from a display.</i></p>
b. Use the relationship between particular words	EEL.6.5.b. N/A	
c. Distinguish among the connotations	EEL.6.5.c. N/A	
<p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>EEL.6.6. Acquire and use general academic and domain-specific words and phrases.</p>	<p>Level IV AA Students will: EEL.6.6. Acquire and use general academic and domain-specific words and phrases. <i>Ex. Use graphic organizers to generalize and sort old versus new words.</i></p> <p>Level III AA Students will: EEL.6.6. Appropriately use and understand general academic and domain-specific words and phrases. <i>Ex. In a group setting, participate in a graphic organizer activity or discussions (number of responses).</i></p> <p>Level II AA Students will: EEL.6.6. Demonstrate understanding of general academic and domain-specific words. <i>Ex. Fill in the blank with a word choice to answer a question about the characters in a story. Ex. Select a symbol or picture to represent a word in science.</i></p> <p>Level I AA Students will: EEL.6.6. Identify pictures and other symbols that represent general academic and domain-specific words. <i>Ex. After the teacher uses photographs to teach new vocabulary, point to a picture that represents a word in the lesson when asked.</i></p>

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR SEVENTH GRADE

English Language Arts Standards for Seventh Grade:

CCSS Grade-Level Standards	Common Core EE	Instructional Achievement Level Descriptors
Reading (Literature)		
<p>Key Ideas and Details.</p> <p>RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>EERL.7.1. Cite text to draw inferences from stories and poems.</p>	<p>Level IV AA Students will: EERL.7.1. Cite textual evidence to determine what is inferred versus what is explicit. <i>Ex.</i> Cite explicit information (<i>It rained for three days.</i>) and details that support the inference e that there will be flooding (e.g., <i>The river was high. The people in town were hauling sandbags.</i>).</p> <p>Level III AA Students will: EERL.7.1. Cite text to draw inferences from stories and poems. <i>Ex.</i> Point to, underline, or highlight the text used when drawing a simple inference about a short passage (e.g., The inference that the man was sorry he did it is supported by the details in the text that say he couldn't sleep, he decided to apologize, and he knew he'd never do it again.). <i>Ex.</i> Draw a simple inference from a specific text in a passage (e.g., <i>bad boy</i>).</p> <p>Level II AA Students will: EERL.7.1. Cite text to support what the text says explicitly. <i>Ex.</i> Select the details from an array of choices that relate to an explicit point about the text. <i>Ex.</i> Point to, highlight, or otherwise indicate details in the text in the story that support what the text says explicitly.</p> <p>Level I AA Students will: EERL.7.1. Identify details in the text or pictures that provides the answer to an explicit question about a familiar text. <i>Ex.</i> Identify a detail from a picture or illustration that answers a simple <i>what</i> question about a familiar text using partner-assisted scanning or eye gaze. <i>Ex.</i> Given a list of details from the story, identify a detail that provides the answer to a simple <i>who</i> question about a familiar text. <i>Ex.</i> Given a familiar text projected on an interactive whiteboard, highlight the detail that provides the answer to a simple question.</p>
<p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>EERL.7.2. Determine the theme or central idea of a text and identify the details that relate to it.</p>	<p>Level IV AA Students will: EERL.7.2. Determine the relationships of the central idea to the details of a story. <i>Ex.</i> Given a list of details from a story, identify those that do and do not relate to the central idea</p> <p>Level III AA Students will: EERL.7.2. Determine the theme or central idea of a text and identify the details that relate to it. <i>Ex.</i> Given a selection of details from a story provided in a graphic organizer, choose the central idea from provided options, and eliminate the details that do not relate to it. <i>Ex.</i> Given a text projected on an interactive whiteboard, identify the central idea of the text and highlight the details that relate to the central idea.</p> <p>Level II AA Students will: EERL.7.2. Identify the central idea of a text. <i>Ex.</i> Identify the central idea of a text from an array of choices. <i>Ex.</i> Given a graphic organizer displaying the important elements of a story, identify the central idea.</p> <p>Level I AA Students will: EERL.7.2. Identify details from a text. <i>Ex.</i> Given a list of details (text and/or picture-based), sort them into those that relate to a familiar story and those that do not. <i>Ex.</i> Given an illustration from a text, point to the aspects of the illustration that reflect details from the text.</p>

<p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>EERL.7.3. Recognize the relationship of two story elements.</p>	<p>Level IV AA Students will: EERL.7.3. Recognize how events, settings, or other story elements influence the outcome of a story or drama. <i>Ex.</i> Explain how two or more events influence the outcome (e.g., In <i>Hatchet</i> by Gary Paulson, how does the plane crash and the death of the pilot affect how the boy finds his way home?). <i>Ex.</i> Given a list of events in a drama, identify those that had the greatest impact on the outcome.</p> <p>Level III AA Students will: EERL.7.3. Recognize the relationship of two story elements. <i>Ex.</i> Recognize how the setting changes with the events in a story. <i>Ex.</i> Recognize which characters are a part of which events in a drama. <i>Ex.</i> Given the setting (e.g., park), tell or select from choices what the character was doing in that place (e.g., playing).</p> <p>Level II AA Students will: EERL.7.3. Recognize two elements of a story. <i>Ex.</i> Recognize the characters and the setting of a story. <i>Ex.</i> Recognize the events and setting of a drama.</p> <p>Level I AA Students will: EERL.7.3. Identify one element of a story. <i>Ex.</i> Point to a picture of the setting. <i>Ex.</i> Press a Big Mac switch whenever a certain character is mentioned in the story.</p>
<p>Craft and Structure.</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>EERL.7.4. Use rhyme and other repetitions of words or sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama.</p>	<p>Level IV AA Students will: EERL.7.4. Demonstrate understanding of the use of rhyme and other repetitions of sounds (e.g., alliteration) in a poem or a section of a story or drama. <i>Ex.</i> Determine from an array of choices upcoming words or phrases based on the pattern established by the author such as in a poem by Silverstein.</p> <p>Level III AA Students will: EERL.7.4. Use rhyme and other repetitions of words and sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama. <i>Ex.</i> Use context in a passage or poem where words or passages are repeated, choose a definition of a word or phrases from choices. <i>Ex.</i> Given a passage from a story in which repetition is used, use the repetition of words or phrases in different contexts in the passage to determine the meaning of the passage.</p> <p>Level II AA Students will: EERL.7.4. Identify a pattern of repeated words or phrases. <i>Ex.</i> In a shared reading of a passage with a predictable pattern, communicate the predictable word or phrase in the story. <i>Ex.</i> In a shared reading of a poem with a predictable pattern, communicate the predictable word or phrase of the poem.</p> <p>Level I AA Students will: EERL.7.4. Identify a repeated word or phrase. <i>Ex.</i> Pick out repeated words in a short story. <i>Ex.</i> Respond with a repeated phrase at the appropriate time in a story.</p>
<p>RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>EERL.7.5. Determine how poetry form and structure contributes to its meaning.</p>	<p>Level IV AA Students will: EERL.7.5. Compare and contrast different structures used in poetry. <i>Ex.</i> Clap or tap the rhythm of various poems, recording the number of beats per line, and compare the different patterns. <i>Ex.</i> Compare the different writing patterns used in poetry, such as rhyme as opposed to prose (i.e., non-rhyming).</p> <p>Level III AA Students will: EERL.7.5. Determine how poetry form and structure contributes to its meaning. <i>Ex.</i> Given Robert Frost’s “Miles to go before I sleep and miles to go before I sleep,” answer, “What does it mean?” <i>Ex.</i> Select a rap or song with a repeated phrase and identify how that phrase contributes to the meaning of the song.</p> <p>Level II AA Students will: EERL.7.5. Identify common structures used in a poem. <i>Ex.</i> Given a poem, identify that it rhymes.</p>

		<p>Ex. Given a poem that has a predictable pattern and word cards that could fit into the pattern, read and recite the poem filling in the last word with a word card.</p> <p>Level I AA Students will: EERL.7.5. Recite a poem using a communication device or preferred mode of communication. Ex. Use a preprogrammed AAC device to recite a stanza from a familiar poem.</p>
<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>EERL.7.6. Identify how a character's point of view is the same or different from another character.</p>	<p>Level IV AA Students will: EERL.7.6. Compare points of view of the characters in literary text. Ex. In a popular chapter book, discuss the main character's point of view such as Brian's point of view in <i>Hatchet</i> and compare to another character.</p> <p>Level III AA Students will: EERL.7.6. Identify how a character's point of view is the same or different from another character. Ex. After reading a story (e.g., <i>The Time Machine</i> by H.G. Wells – Classic Starts), identify the difference between how the people in the community feel about their lives in the future and how Victorian Londoners feel; use a graphic organizer for word or picture cards. Ex. After acting out a short play or scenario, identify different points of view of the characters (e.g., "How does _____ feel about _____? Did ___ feel the same way?").</p> <p>Level II AA Students will: EERL.7.6. Identify personal point of view about a story. Ex. Choose a word that represents their own reaction to a story (e.g., <i>Hatchet</i>, <i>The Time Machine</i>, <i>The Cay</i>).</p> <p>Level I AA Students will: EERL.7.6. Identify a character. Ex. Select the picture of the main character.</p>
<p>Integration of Knowledge and Ideas.</p> <p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>EERL.7.7. Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama.</p>	<p>Level IV AA Students will: EERL.7.7. Compare and contrast a video version of a story, poem, or drama. Ex. Determine what is the same and what is different in a video version and text version of the same story (e.g., a movie version compared to book that tells the same story). Ex. Compare and contrast a character's point of view in a video and text version of the same story.</p> <p>Level III AA Students will: EERL.7.7. Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama. Ex. Compare the animated version to the text version of a story (e.g., <i>Balto</i> compared to Iditarod, Alaskan dog sled race). Ex. After reading a book and viewing a video of the same story, compare events as they happened in each (e.g., After reading <i>The Time Machine</i>, identify several key elements or events from the story. Watch the video of the same story and each time the element or event is evidenced, place the matching word or picture card in a "done" box.).</p> <p>Level II AA Students will: EERL.7.7. Express a preference for a story and video. Ex. Choose which they liked better: story or video.</p> <p>Level I AA Students will: EERL.7.7. Recognize the text version of a story, drama, or poem that matches the audio, video, or live version. Ex. After watching a video presentation of a familiar story, identify the book that tells the same story from choices.</p>
<p>RL.7.8. (Not applicable to literature)</p>	<p>EERL.7.8. N/A</p>	
<p>RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of</p>	<p>EERL.7.9. Recognize the difference between fictional characters and nonfictional characters.</p>	<p>Level IV AA Students will: EERL.7.9. Compare and contrast a fictional character with a historical character. Ex. Compare the fictional <i>Brighty of the Grand Canyon</i> story to real accounts of donkeys used during the gold rush era.</p> <p>Level III AA Students will: EERL.7.9. Recognize the difference between fictional characters and nonfictional characters. Ex. In a series of pictures related to non-fiction and fiction stories, recognize the fictional characters by placing a star on them.</p>

<p>understanding how authors of fiction use or alter history.</p>		<p>Level II AA Students will: EERL.7.9. Identify a character as nonfictional. <i>Ex.</i> After shared reading of a familiar story about a nonfictional character (e.g., George Washington), answer “Was George Washington a real person?”</p> <p>Level I AA Students will: EERL.7.9. Identify a fictional character. <i>Ex.</i> After shared reading of a familiar story about fictional characters, point to pictures of fictional characters from the story.</p>
<p>Range of Reading and Level of Text Complexity RL.7.10.</p>	<p>EERL.7.10.</p>	<p>**This Essential Element references all elements above</p>
<p>Reading (Informational Text)</p>		
<p>Key Ideas and Details.</p> <p>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>EERI.7.1. Cite text to demonstrate what the text says explicitly as well as inferences drawn from informational text.</p>	<p>Level IV AA Students will: EERI.7.1. Cite textual evidence to determine what is inferred versus what is explicit. <i>Ex.</i> Explicit = It rained for three days; Inferred = There will be flooding.</p> <p>Level III AA Students will: EERI.7.1. Cite text to draw inferences from informational text. <i>Ex.</i> Point to the text used after drawing a simple inference about a short passage (e.g., a tornado was scary). <i>Ex.</i> Draw a simple inference from specific text in a passage (e.g., “The sky was dark” means it might rain.).</p> <p>Level II AA Students will: EERI.7.1. Cite text to find one detail to support an inference. <i>Ex.</i> Select a quoted detail from text from choices that include only one quote from the text. <i>Ex.</i> Point to, highlight, or otherwise indicate a detail in the text in the story that supports an inference.</p> <p>Level I AA Students will: EERI.7.1. Identify a detail from a sentence or phrase in the text. <i>Ex.</i> Identify a detail from a picture or graphic illustration by answering “yes” or “no”; turn of the head; eye gaze. <i>Ex.</i> Identify a picture that is related to the text (e.g., picture of pyramids to relate to text on Ancient Egypt.).</p>
<p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>EERI.7.2. Determine two central ideas that progress throughout the text.</p>	<p>Level IV AA Students will: EERI.7.2. Determine at least two ideas that contribute to the central ideas of the text. <i>Ex.</i> Asked “What was the passage about?,” paraphrases facts for each central idea identified. <i>Ex.</i> Asked “What in the passage said what it was about?,” selects and copies or says two facts from choices about each central idea.</p> <p>Level III AA Students will: EERI.7.2. Determine two central ideas that progress throughout the text. <i>Ex.</i> Asked “What are two important things the passage tells?,” answer from choices provided. <i>Ex.</i> Asked “What are the two most important steps in the directions?,” from a list of lab safety rules, names two rules critical to safety.</p> <p>Level II AA Students will: EERI.7.2. Given sentences from an informational text, identify an important idea. <i>Ex.</i> Using pictures, illustrations, etc., identify an idea <i>Ex.</i> Through auditory or tactile source, identify an idea.</p> <p>Level I AA Students will: EERI.7.2. Identify details from a text. <i>Ex.</i> After shared reading of the safety steps for the science lab, identify a detail from the text (e.g., wear goggles, wear apron, not touch fire). <i>Ex.</i> Identify an object the passage is discussing (e.g., The student points to safety goggles after listening to the safety steps of the science lab.).</p>

<p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>EERI.7.3. Identify interactions between individuals, events, or ideas in text.</p>	<p>Level IV AA Students will: EERI.7.3. Explain interactions between individuals, events, or ideas in text. <i>Ex.</i> Explain how a change in the text is caused by an individual or an event (e.g., “What happens to the fish when the water dries up?”). <i>Ex.</i> Explain interactions between the main character in informational text and another individual (e.g., <i>Harriet Tubman and another slave companion on the journey through the Underground Railroad.</i>).</p> <p>Level III AA Students will: EERI.7.3. Identify interactions between individuals, events, or ideas in text. <i>Ex.</i> Identify interactions between the main character in the text and another individual (e.g., “What did the boy say to the girl in the story?”). <i>Ex.</i> Identify interactions between individuals and events (e.g., “What did the man do when the fire started?”).</p> <p>Level II AA Students will: EERI.7.3. Identify one interaction between events from the passage. <i>Ex.</i> Using pictures, illustrations, etc., identify an interaction between two events in a passage (e.g., a glass was broken and someone was cut). <i>Ex.</i> Through an auditory or tactile source, identify an interaction between two ideas in a passage (e.g., packing for a trip to the arctic and items to put in a backpack).</p> <p>Level I AA Students will: EERI.7.3. Identify a detail about an individual or event. <i>Ex.</i> Identify a detail from a picture or graphic about a characteristic of a person of interest (e.g., tall/short, large/small) by answering “yes” or “no”, turn of the head, eye gaze, etc. <i>Ex.</i> Identify an event from a text by answering “yes” or “no”, turning head, eye gaze, switch, etc. (e.g., “Was there a storm?”).</p>
<p>Craft and Structure.</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>EERI.7.4. Determine the meaning of words and phrases as they are used in an informational text.</p>	<p>Level IV AA Students will: EERI.7.4. Determine phrases that impact meaning of the text. <i>Ex.</i> While reading an informational passage, use context to determine the meaning of words and phrases. <i>Ex.</i> Give more than one meaning of a phrase from an informational text, select the one that best matches the reading passage.</p> <p>Level III AA Students will: EERI.7.4 Determine the meaning of words and phrases as they are used in an informational text. <i>Ex.</i> Select a synonym from choices provided verbally in text form for an underlined word or phrase in a sentence in an informational text. <i>Ex.</i> Use a basic elementary dictionary and thesaurus to determine word meaning. <i>Ex.</i> Match the safety equipment with the direction of the appropriate use in the kitchen, science lab, agriculture lab, etc.</p> <p>Level II AA Students will: EERI.7.4. Match or pair word to meaning. <i>Ex.</i> Match or pair pictures with word when presented with pictures and words. <i>Ex.</i> Match an illustration of a map to the word “map” in a geography passage.</p> <p>Level I AA Students will: EERI.7.4. Indicate words in a text. <i>Ex.</i> Identify text versus pictures in an informational text (e.g., Point to the map when asked, “Where is the map? And point to the text when asked, “Where does it tell us about the map?”). <i>Ex.</i> Use a picture to request a resource.</p>
<p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>EERI.7.5. Determine how headings, key words, and key phrases relate to the topic of a text.</p>	<p>Level IV AA Students will: EERI.7.5. Determine how key components of the organization of text relate to the topic. <i>Ex.</i> Identify bolded key words, topics, and sub-topics.</p> <p>Level III AA Students will: EERI.7.5. Determine how headings, keywords, and key phrases relate to the topic of a text. <i>Ex.</i> Given a how-to-text, use headings to determine steps in the directions. <i>Ex.</i> Use sequence words to locate key information in a pre-vocational text (e.g., <i>first, next, then, and last</i>).</p>

		<p>Level II AA Students will: EERI.7.5. Determine how headings are related to the topic of a text. <i>Ex.</i> Asked what the passage is about, point to the title. <i>Ex.</i> Asked what the part of the passage is about, point to the heading.</p> <p>Level I AA Students will: EERI.7.5. Identify the title of a passage. <i>Ex.</i> After shared reading of an informational text before and after which the teacher states the title of the text, us a communication device or preferred mode of communication to repeat the title. <i>Ex.</i> Use a preprogrammed AAC device to request an informational text by its title.</p>
<p>RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>EERI.7.6. Determine author’s point of view and compare to own point of view</p>	<p>Level IV AA Students will: EERI.7.6. Respond to the author’s purpose or point of view with own point of view. <i>Ex.</i> What was the author trying to convey and what do you think about that?</p> <p>Level III AA Students will: EERI.7.6. Determine author’s point of view and compare to own point of view. <i>Ex.</i> Read or listen to a passage and answer a question about the author’s point of view (e.g., “Why does the author think you should know about water safety? What do you think about that?”). <i>Ex.</i> Why did the author write the book?</p> <p>Level II AA Students will: EERI.7.6. Identify an author’s thoughts and feelings. <i>Ex.</i> After shared reading of an informational text, answer questions about the thoughts the author shared (e.g., When the teacher asks, “What does the author think about water?,” the students answer, “Drink clean water.”). <i>Ex.</i> After shared reading of an informational text, answer questions about the feelings the author shared (e.g., When the teacher asks, “How did the author feel about fire?,” the students answer, “sad”, “scared”, etc.).</p> <p>Level I AA Students will: EERI.7.6. Identify a thought of the author. <i>Ex.</i> After shared reading of an informational text, sort a list (text and/or picture-based) into things that were in the text and those that were not (e.g., In text - <i>The bird wants to go home</i>, versus not in text - <i>The boy wants cake</i>). <i>Ex.</i> After shared reading of an informational text when the group discusses what they heard, hit a switch when someone says something that was in the text.</p>
<p>Integration of Knowledge and Ideas.</p> <p>RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>EERI.7.7. Compare the experience of reading a text to listening or watching a video of the same text.</p>	<p>Level IV AA Students will: EERI.7.7. Compare and contrast the experience of reading a text to listening or watching a video of the same text. <i>Ex.</i> Listen to a passage, read a passage, and watch a video of the same passage, and then talk about or list the things they saw as different and the same. <i>Ex.</i> Determine what is the same and what is different in a video version and story about the same historical events (e.g., Disney version of the story of Pocahontas compared to a text about Pocahontas).</p> <p>Level III AA Students will: EERI.7.7. Compare the experience of reading a text to listening or watching a video of the same text. <i>Ex.</i> After listening to a passage or watching a video of the passage and then reading the passage, choose pictures that relate to the feelings gotten from each one. <i>Ex.</i> After watching a newscast about a current event and shared reading of a news report on the same event, select words from choices to compare reactions to the video and to the text.</p> <p>Level II AA Students will: EERI.7.7. Identify an idea from a text or video. <i>Ex.</i> Select a word that identifies something heard or read in an informational text. <i>Ex.</i> Select a picture from an informational video that identifies an idea from the video.</p>

		<p>Level I AA Students will: EERI.7.7. Recognize the text version of an event that matches the audio, video, or live version. <i>Ex.</i> After watching an audio or video version of an event, identify the text version that tells about the same event given a related and unrelated text containing illustrations.</p>
<p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>EERI.7.8. Delineate the specific claims for text.</p>	<p>Level IV AA Students will: EERI.7.8. Analyze text to support claims and judge the conclusions. <i>Ex.</i> List evidence to support the claims in an informational text, “Would you agree with this author?” <i>Ex.</i> List evidence cited by the advertiser to support claims from a commercial or print ad, “Would you buy this product?”</p> <p>Level III AA Students will: EERI.7.8. Delineate the specific claims for text. <i>Ex.</i> Given a list of claims, highlight the claims found in an informational text. <i>Ex.</i> After reading a print ad or commercial, select from a list of claims the ones found in the commercial or advertisement.</p> <p>Level II AA Students will: EERI.7.8. Identify a claim from text. <i>Ex.</i> Point to a claim in a print ad (e.g., point to the picture of a smiling customer in a print advertisement.) <i>Ex.</i> Repeat a claim from a commercial, (e.g., “mmm, mmm, good . . .”).</p> <p>Level I AA Students will: EERI.7.8. Respond to an advertisement. <i>Ex.</i> Smile in response to an ad for a product they like. <i>Ex.</i> Nod in response when asked, “Did they say the cereal tastes good?”</p>
<p>RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>EERI.7.9. Compare information provided by authors of two different texts on the same topic.</p>	<p>Level IV AA Students will: EERI.7.9. Compare and contrast key information provided by authors of two different texts on the same topic. <i>Ex.</i> Given information about their state from two different authors, answer “What is the same?” and “What is different?” <i>Ex.</i> Given two brief descriptions of an historical event, select a statement from choices about what was different between the two accounts.</p> <p>Level III AA Students will: EERI.7.9. Compare information provided by authors of two different texts on the same topic. <i>Ex.</i> Given information about Africa from two different authors, answer “What is the same?” <i>Ex.</i> Given two brief descriptions of a historical event and asked specific questions about one event, “Did both say the same thing about that?”</p> <p>Level II AA Students will: EERI.7.9. Identify a key piece of information provided by authors of two different texts on same subject. <i>Ex.</i> After shared reading of two informational texts on the same topic, select from choices one fact that was the same in both.</p> <p>Level I AA Students will: EERI.7.9. Identify a detail provided by the authors. <i>Ex.</i> After shared reading of an informational text, indicate whether the detail was provided in the passage when stated by the teacher. <i>Ex.</i> During shared reading of an informational text, use a switch, a nod, or answer “yes” or “no” when the teacher asks, “Did the author say . . . ?”</p>
<p>Range of Reading and Level of Text Complexity. RI.7.10</p>	<p>EERI.7.10.</p>	<p>**This Essential Element references all elements above.</p>
<p>Writing</p>		
<p>Text Types and Purposes. W.7.1. Write arguments to support</p>	<p>EEW.7.1.a-b. Write a claim and support it with reasons or other relevant evidence.</p>	<p>Level IV AA Students will: EEW.7.1.a-b. Write a claim and support it with multiple reasons or other relevant evidence. <i>Ex.</i> Write a claim (e.g., <i>Saturdays are best.</i>) and support it with multiple reasons (e.g., <i>I get to sleep late. I watch TV. I stay home.</i>). <i>Ex.</i> Write a claim (e.g., <i>I like pizza.</i>) and support it with multiple statements of relevant evidence (e.g., <i>I buy it at lunch. I eat it all.</i>).</p>

<p>claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>		<p>Level III AA Students will: EEW.7.1.a-b. Write a claim and support it with one reason or other relevant evidence. <i>Ex. Write a claim (e.g., Saturdays are best.) and support it with a reason (e.g., I get to sleep late.)</i> <i>Ex. Write a claim (e.g., I like pizza.) and support it with relevant evidence (e.g., I eat it all.).</i></p> <p>Level II AA Students will: EEW.7.1.a-b. With guidance and support, write a claim and support it with one reason. <i>Ex. Write a claim with guidance (e.g., The student tells a peer “ice cream every day” and the peer supports the student in writing the claim by stretching out the sounds in words so the student can type letters in word prediction software and select the appropriate word from the list.).</i> <i>Ex. After a discussion of student interests and school rules, complete a repeated sentence frame to write a claim by writing the appropriate word in the blank (e.g., We need <claim> because <supportive reason>. We need recess because fun. We need gum because good. We need talk because friends.).</i> After each statement, the teacher leads group in identifying claim and discussion of reason. <i>Ex. Using a writing template created by the teacher in a talking word processor, fill in a blank to write a claim and to complete more sentences to support the claim (e.g., The student completes the sentence, I think we need more computers. And then the student completes more sentences working with the teacher, We need more computers because we don’t have enough. We have six students. We only have two computers.).</i></p> <p>Level I AA Students will: EEW.7.1.a-b. Select a claim. <i>Ex. When signing in each morning, select a claim about the day choosing among claims (e.g., I will have a good day, I will have a quiet day, or I will work hard today).</i> <i>Ex. During shared reading, select a claim about the book (e.g., This story isn’t true, or I know something about this, or I heard this before).</i> <i>Ex. After the teacher leads a discussion about whether crackers or pretzels taste better and why, complete a template with teacher guidance using words generated in discussion after snack time (e.g., “Crackers/pretzels taste better because [salty, crunchy, buttery, softer, harder].”).</i></p>
c.	EEW.7.1.c. N/A	
d.	EEW.7.1.d. N/A	
e.	EEW.7.1.e. N/A	
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; comprehension.</p> <p>b. Develop the topic with relevant facts,....</p>	<p>EEW.7.2.a-b. Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed.</p>	<p>Level IV AA Students will: EEW.7.2.a-b. Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. <i>Ex. Write a statement about the topic. Then, write sentences with two or more facts or concrete details to accompany selected graphics and multimedia elements.</i> <i>Ex. Following a staged crime, write what the crime is and what they saw and heard and include Internet images to convey similar actions.</i></p> <p>Level III AA Students will: EEW.7.2.a-b. Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed. <i>Ex. Write on an assigned topic related to an informational text read by the class and include facts about the topic with accompanying illustrations (e.g., When asked to write about the river, the student writes a statement about the topic, identifies pictures of the river to include, and writes one or more related facts.).</i> <i>Ex. Write about the details that were the same in a story read by the class and video of the same story (e.g., When asked to read and view the video about <i>Balto</i>, write about details from the story and the video.).</i></p> <p>Level II AA Students will: EEW.7.2.a-b. Write to convey ideas and information. <i>Ex. Write on an assigned topic (e.g., When asked to write about the river, the student writes, <i>River is fast</i>.).</i> <i>Ex. Work with peers to write a report on a science topic (e.g., The student writes about climate and the kinds of clothing we wear in different weather.) and gather relevant photos and videos from the Internet to include in and link to the report.</i></p> <p>Level I AA Students will: EEW.7.2.a-b. Communicate ideas and information contributing to a text. <i>Ex. Point to symbols on a communication device to communicate ideas about an upcoming event (e.g., “I go”) which the teacher types in a talking word processor as the student observes and listens.</i> <i>Ex. Point to symbols on a communication device to communicate information about transportation after school (e.g., “Mom drives”) and select from an online array of relevant photos, which the teacher adds to an online presentation site where the student can independently read, listen, and observe the text created.</i></p>

c.	EEW.7.2.c. N/A	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	EEW.7.2.d. Use domain-specific vocabulary when writing about a topic.	<p>Level IV AA Students will: EEW.7.2.d. Use wide range of domain-specific vocabulary when writing about a topic. <i>Ex.</i> During a unit on rivers, when writing about the river, appropriately use a wide array of words like <i>current</i>, <i>hydro-electric</i>, <i>erosion</i>, <i>basin</i>, <i>tributary</i>, and <i>habitat</i> by referring to the glossary of the text. <i>Ex.</i> During a unit on rivers, when writing about rivers, explain its features accurately and provide appropriate examples by using an online graphic dictionary.</p> <p>Level III AA Students will: EEW.7.2.d. Use domain-specific vocabulary when writing about a topic. <i>Ex.</i> When writing about the river, use words like <i>current</i> and <i>habitat</i> appropriately with word prediction software with an incorporated topic dictionary. <i>Ex.</i> With support, compose a multimedia dictionary of river terminology with images and video examples of each term to be used as a reference when writing.</p> <p>Level II AA Students will: EEW.7.2.d. With guidance and support, use domain-specific vocabulary when writing about a topic. <i>Ex.</i> Use a teacher-prepared word bank with domain-specific vocabulary to write about a topic. <i>Ex.</i> Work with peers to brainstorm domain-specific words to include in writing and use list when writing about the topic. <i>Ex.</i> Write with a peer using word prediction software with an incorporated topic dictionary.</p> <p>Level I AA Students will: EEW.7.2.d. With guidance and support, use domain-specific vocabulary when communicating about a text. <i>Ex.</i> Working with an adult who helps the student navigate to the appropriate page on a dynamic display communication device, use the available domain-specific vocabulary to communicate about a topic which the adult then writes in a group text and reads aloud to the entire group while pointing to the words. <i>Ex.</i> Working with peers using a topic-specific set-up projected on an interactive whiteboard, select from the available domain-specific vocabulary to communicate with peers who write the contributions in the text and read aloud to the group.</p>
e.	EEW.7.2.e. N/A	
f.	EEW.7.2.f. N/A	
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context</p> <p>b. Use narrative techniques, such as dialogue, pacing...</p>	<p>EEW.7.3. Select an event or personal experience and write about it. a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.</p>	<p>Level IV AA Students will: EEW.7.3.a-b. Introduce the experience or situation, multiple characters, and multiple events in sequence. <i>Ex.</i> Write about a personal experience (e.g., <i>Go to movies</i>), writing about himself (<i>me</i>) and friends (<i>JT and K</i>), and including multiple events (<i>Go in car. By popcorn [popcorn]. sit fnt [front]</i>). <i>Ex.</i> After reading and discussing a non-fiction text, write a summary about an event (e.g., <i>Boston Tea Party</i>), the situation (<i>tea tax</i>), the actors (<i>colonists</i>), the actions (<i>got on ships, threw tea in harbor</i>).</p> <p>Level III AA Students will: EEW.7.3.a-b. Introduce the experience or situation, at least one character, and two or more events in sequence. <i>Ex.</i> Write about a personal experience (e.g., <i>make bns [brownies]</i>) writing about himself (<i>me</i>) and mom (<i>mom</i>), and including two events (<i>cook. eat.</i>). <i>Ex.</i> After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes into a summary about an event (e.g., <i>Boston Tea Party</i>), the situation (<i>tea tax</i>), the actors (<i>colonists</i>), the actions (<i>got on ships, threw tea in harbor</i>).</p> <p>Level II AA Students will: EEW.7.3.a-b. With guidance and support, introduce the experience or situation, at least one character, and two or more events in sequence. <i>Ex.</i> With guidance and support from a teacher who guides the student through each step of writing, write about going to the grocery store (<i>siping [shopping]</i>). <i>Ex.</i> After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about <event>. The colonists <did what two things> because <what were they mad about>.).</p> <p>Level I AA Students will: EEW.7.3.a-b. With guidance and support, communicate about a personal experience. <i>Ex.</i> With the support of an adult who gets the student's remnant book and turns the pages, select an artifact from the remnant book (e.g., movie ticket) and then use signs</p>

		and gestures to say, “me go” which the adult writes on a sticky note and reads aloud and sticks on the page in the book. <i>Ex.</i> Using switches or symbols, select a word about something they like to do (e.g., go to movies, watch TV, play games) which the adult adds to a group chart of likes and dislikes and reads aloud to the group.
c.	EEW.7.3.c. N/A	
d.	EEW.7.3.d. N/A	
e.	EEW.7.3.e. N/A	
<p>Production and Distribution of Writing.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>EEW.7.4. Produce writing that is appropriate for the task, purpose, or audience.</p>	<p>Level IV AA Students will: EEW.7.4. Produce writing that is appropriate to the task, purpose, and audience. <i>Ex.</i> Write a note of apology. <i>Ex.</i> Write an assigned topic, providing supporting information as required by the assignment. <i>Ex.</i> Write a short research report stating the topic and providing supporting information as required by the assignment. <i>Ex.</i> Write a poem that has the desired language structure and content.</p> <p>Level III AA Students will: EEW.7.4. Produce writing that is appropriate to the task, purpose, or audience. <i>Ex.</i> Write the schedule for the day. <i>Ex.</i> Write an e-mail to Mom and Dad about something needed for school. <i>Ex.</i> Following the reading of a text with predictable structure and content (e.g., <i>Yo Yes</i>), create new text following the structure and content (e.g., <i>Play ball? Okay.</i>).</p> <p>Level II AA Students will: EEW.7.4. With guidance and support, produce writing that is appropriate to the task, purpose, or audience. <i>Ex.</i> Use a letter-writing rubric or set of criteria to write a thank you note. <i>Ex.</i> Use a ready-made set-up in multimedia software to write a short research report filling in the topic and two facts related to it.</p> <p>Level I AA Students will: EEW.7.4. With guidance and support, produce writing for a variety of purposes. <i>Ex.</i> With guidance and support, write to sign name. <i>Ex.</i> With guidance and support, write to make a request. <i>Ex.</i> With guidance and support, write to respond. <i>Ex.</i> With guidance and support, use a letter-writing template to write an e-mail to an e-pal.</p>
<p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>EEW.7.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.</p>	<p>Level IV AA Students will: EEW.7.5. With guidance and support from adults and peers, plan writing and use the editing process to revise own writing. <i>Ex.</i> After working with the teacher to brainstorm ideas for writing, use a personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback. <i>Ex.</i> After reading a science text, take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with classmates, and revise based on their feedback.</p> <p>Level III AA Students will: EEW.7.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. <i>Ex.</i> After working with the teacher to brainstorm ideas for writing that are then entered in a word bank for the student to use when writing, add more information to own writing after sharing and getting suggestions from peers. <i>Ex.</i> After working with peers to brainstorm ideas for writing with the information in graphic organizer software, use the software to transform the organizer into an outline and add to the ideas in the outline. <i>Ex.</i> After reading a science text, work with a peer or teacher to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.</p> <p>Level II AA Students will: EEW.7.5. With guidance and support from adults and peers, plan by brainstorming to strengthen own writing.</p>

		<p><i>Ex. Work with the teacher to read something the students have already written and brainstorm ideas of things to add to strengthen the writing.</i></p> <p><i>Ex. Work with peers to brainstorm ideas for writing and put the information in graphic organizer software.</i></p> <p><i>Ex. Work with teacher and peers in writing groups to listen to each group member respond (“What I liked best about your writing . . . ,” “One question I have is . . . ?,” and “One suggestion I have is”), and use that feedback to revise draft with teacher guidance.</i></p> <p>Level I AA Students will: EEW.7.5. With guidance and support from peers and adults, write. <i>Ex. With guidance and support from peers, select words from a word bank for writing.</i> <i>Ex. With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet (“Tell me the next one.”) and write desired letters (“Write that one for me.”).</i></p>
<p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>EEW.7.6. Use technology, including the Internet, to produce writing to interact and collaborate with others.</p>	<p>Level IV AA Students will: EEW.7.6. Use technology, including the Internet, to produce writing while interacting and collaborating with others. <i>Ex. Work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.</i> <i>Ex. In a science lesson, after visiting a topically relevant website, use a talking word processor to draft notes and then share what was learned with peers.</i></p> <p>Level III AA Students will: EEW.7.6. Use technology, including the Internet, to produce writing to interact and collaborate with others. <i>Ex. Use e-mail to interact with a pen pal.</i> <i>Ex. Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.</i> <i>Ex. Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with an alternative keyboard, and share what was learned with classmates.</i> <i>Ex. Select images from the Internet and write about the images using a talking word processor and word prediction software and share what is learned with classmates.</i> <i>Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.</i> <i>Ex. In a science lesson, after visiting websites designated by the teacher (e.g., Internet Workshop), use a talking word processor to draft notes and then share what was learned with peers.</i></p> <p>Level II AA Students will: EEW.7.6. With guidance and support from adults, use technology, including the Internet, to produce writing to interact and collaborate with others. <i>Ex. Use a list of criteria, word prediction software, and an alternative keyboard to write an e-mail to a pen pal.</i> <i>Ex. Use an alternative keyboard programmed with the day’s activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook.</i></p> <p>Level I AA Students will: EEW.7.6. With guidance and support, use technology to participate in group writing projects. <i>Ex. Use voice output communication devices to interact with peers during collaborative writing projects, pointing out ideas or words they would like added to the text.</i> <i>Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project.</i> <i>Ex. Use a switch to say “I like that” (if they choose) when asked by group members what they think of pictures and text being developed by a small group.</i> <i>Ex. Use a camera to capture pictures that are then used in a story being developed by a small group and indicate “yes” or “no” when asked if accompanying text written by group seems on target.</i></p>
<p>Research to Build and Present Knowledge.</p> <p>W.7.7. Conduct short</p>		<p>Level IV AA Students will: EEW.7.7. Conduct research to answer a question based on many sources of information. <i>Ex. Conduct research using the Internet to gather information from various sources on a topic assigned by the teacher (e.g., The teacher asks students to identify the habitat and eating habits of prey and the student reads four websites to identify the information before writing the answer.).</i> <i>Ex. Use sticky notes to mark pages in many topical books where there is relevant information (e.g., What led to the Boston Tea Party?), and then write that information in a group research project.</i></p>

<p>research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>EEW.7.7. Conduct research to answer a question based on multiple sources of information.</p>	<p>Level III AA Students will: EEW.7.7. Conduct research to answer a question based on multiple sources of information. <i>Ex.</i> Search websites bookmarked by the teacher for information to use in writing about a topic (e.g., The teacher asks students to answer the question, “How is the moon different from earth?” and the student reads the websites to identify information before writing the answer.). <i>Ex.</i> Use screen reading software to read two or more websites bookmarked by the teacher. While reading, capture information and use it to write an answer to a question (e.g., Where is water found on earth? <i>Most water in oshuns</i> [oceans]. <i>Water in lakes.</i> <i>Water in air.</i> <i>Water in people and animals</i> [animals].).</p> <p>Level II AA Students will: EEW.7.7. Conduct research to answer a question based on one source of information. <i>Ex.</i> Read text to collect information that answers a question on a given topic (e.g., The teacher asks students to identify the habitat and eating habits of prey and gives students a text that has the answers in it. The students read the text in order to find the answers.). <i>Ex.</i> Using a ready-made set-up for an interactive whiteboard created by the teacher that first presents a question, then presents a text that includes the answer, read the question and the text (using screen reading software), and then write an answer to the question using a talking word processor with word prediction software. <i>Ex.</i> Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., “Where is most of the water on earth?” <i>water in oshun</i> [ocean].). <i>Ex.</i> Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project.</p> <p>Level I AA Students will: EEW.7.7. Participate in group research and writing activities. <i>Ex.</i> Work with peers to highlight words from group research to be used to answer questions on a research topic (e.g., The student works with a group of peers to read information about water projected on an interactive whiteboard. The group takes turns highlighting words and sentences about writing. The teacher reads the highlighted information and the question, “Where is most of the water on earth?” The student answers by touching highlighted words, using a single message voice output device, signing or saying “oceans.”). <i>Ex.</i> During a shared reading/writing lesson, use a single message voice output device to say, “Write that down,” when the teacher reads information that is important and listen and observe as the teacher reads it aloud and points to the words.</p>
<p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>EEW.7.8. Select quotes from multiple print or digital sources that provides important information about a topic.</p>	<p>Level IV AA Students will: EEW.7.8. Select quotes from multiple print or digital sources that state conclusions about a topic. <i>Ex.</i> Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes that state conclusions about the topic and write notes on the information they provide. <i>Ex.</i> Given a collection of books, search for quotes that state conclusions on an assigned topic and write notes on the information they provide.</p> <p>Level III AA Students will: EEW.7.8. Select quotes from multiple print or digital sources that provides important information about a topic. <i>Ex.</i> Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes about the topic and write notes on the information they provide. <i>Ex.</i> Given a collection of books, search for quotes on an assigned topic, and write notes on the information they provide.</p> <p>Level II AA Students will: EEW.7.8. Select quotes from print or digital sources that provide information about a topic. <i>Ex.</i> Given a passage projected on an interactive whiteboard, highlight portions that provide information about the topic and with teacher guidance and support, write notes on information they provide. <i>Ex.</i> Given a book, mark informative quotes with sticky notes, and with teacher guidance and support, write notes on information they provide. <i>Ex.</i> Given a selection of quotes from a text on a given topic, identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean.</p> <p>Level I AA Students will: EEW.7.8. With guidance and support during shared reading, identify when information about a topic is read. <i>Ex.</i> Use a single message voice output device during shared reading to say, “That sounds good.” The teacher attributes meaning by connecting to information on the page. <i>Ex.</i> During shared reading, given a list of words (some of which are included in the text), identify those that are relevant and what information they provide.</p>

<p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter</p>	<p>EEW.7.9. Use information from literary and informational text to support writing.</p> <p>a. Apply <i>Essential Elements of Grade 7 Reading Standards</i> to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”).</p>	<p>Level IV AA Students will: EEW.7.9.a. N/A</p> <p>Level III AA Students will: EEW.7.9.a. Apply <i>Essential Elements of Grade 7 Reading Standards</i> to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”). <i>Ex.</i> After reading a book and identifying which characters are fictional, use the information in the book to make a list of the characteristics of the characters. <i>Ex.</i> After reading a story and seeing a video of the same story, write to compare the two. <i>Ex.</i> After reading a story and a topically related history text, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters in a fictional text and people in a topically related nonfiction text and what is the same.</p> <p>Level II AA Students will: EEW.7.9.a. With guidance and support from adults and peers, apply <i>Essential Elements of Grade 7 Reading Standards</i> to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”). <i>Ex.</i> After the teacher reads a book with a small group to identify whether the characters in a story are real or fictional, work with the group to use the information in writing about the characters. <i>Ex.</i> Write words or phrases from a list to identify what is the same between characters in a fictional text and people in a topically related nonfiction text. <i>Ex.</i> After reading a story and a topically related history text, with teacher guidance and support, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters in a fictional text and people in a topically related nonfiction text and what is the same.</p> <p>Level I AA Students will: EEW.7.9.a. With guidance and support from adults and peers, participate in group writing projects about information gathered from literary or informational text. <i>Ex.</i> During a shared reading/writing lesson, use a single message voice output device to say, “Write that down,” when the teacher reads a detail or idea that is important. <i>Ex.</i> During shared reading of text projected on an interactive whiteboard, indicate with “yes” or “no” whether they think the highlighted text chosen by peers is important and listen</p>
<p>b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text...”</p>	<p>EEW.7.9.b. Apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational text (e.g., “Delineate the specific claims in a text.”).</p>	<p>Level IV AA Students will: EEW.7.9.b. N/A</p> <p>Level III AA Students will: EEW.7.9.b. Apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational text (e.g., “Delineate the specific claims in a text.”). <i>Ex.</i> After highlighting the claims from a list that were found in an informational text, write about the best claim and what makes it best. <i>Ex.</i> After reading a print ad or commercial and selecting from a list of claims the ones found in the commercial or advertisement, write the claims selected and what makes them exaggerated.</p> <p>Level II AA Students will: EEW.7.9.b. With guidance and support, apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational text (e.g., “Delineate the specific claims in a text.”). <i>Ex.</i> After identifying a claim in a print ad, write the claim and, with teacher guidance and support, explain how it is exaggerated. <i>Ex.</i> After reading an article about plastic surgery in a popular magazine, and participating in a teacher-led discussion about what claims might lead someone to choose such a procedure, use word prediction software to write about the claims.</p> <p>Level I AA Students will: EEW.7.9.b. With guidance and support, participate in shared writing activities that build on shared reading activities. <i>Ex.</i> During a shared reading/writing lesson, use a single message voice output device to say, “Write that down,” when the teacher reads a claim from an advertisement.</p>
<p>Range of Writing.</p> <p>W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and</p>	<p>EEW.7.10. Write routinely for a variety of tasks, purposes, and audiences.</p>	<p>Level IV AA Students will: EEW.7.10. N/A</p> <p>Level III AA Students will: EEW.7.10. Write routinely for a variety of tasks, purposes, and audiences. <i>Ex.</i> Write a note to include in the home-school notebook. <i>Ex.</i> Send an e-mail to a friend. <i>Ex.</i> Write labels to go with a display for a group research project.</p>

<p>shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		<p>Level II AA Students will: EESL.7.10. With guidance and support, write routinely for a variety of tasks, purposes, and audiences. <i>Ex.</i> Using a preprogrammed word bank and additional full alphabet access on the computer, write a note to include in the home-school notebook. <i>Ex.</i> Using a rubric or set of criteria and word prediction software to type and send an e-mail to a friend. <i>Ex.</i> With guidance and support, write labels to go with a display for a group research project. <i>Ex.</i> Using a keyboard, adapted as needed, with full access to the alphabet and some key vocabulary from the discipline-specific tasks, write an e-mail about that day's instruction for an absent classmate.</p> <p>Level I AA Students will: EESL.7.10. With guidance and support, communicate routinely in ways that are linked to writing for a variety of purposes and audiences. <i>Ex.</i> Using a multiple message voice output device and given modeling from an adult communication partner, use the device to make comments during shared reading which are added to a written summary of the text. <i>Ex.</i> Using a multiple message voice output device and given modeling from an adult communication partner, communicate feelings which are written by the teacher into a <i>Feelings</i> book. <i>Ex.</i> Using partner-assisted scanning and a photo of a recent instructional activity, select letters which the partner writes down and rereads aloud (letters and/or words).</p>
<p>Speaking and Listening</p>		
<p>Comprehension and Collaboration.</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared.</p>	<p>EESL.7.1. Engage in a range of collaborative discussions.</p> <p>a. Come to discussions prepared to share information.</p>	<p>Level IV AA Students will: EESL.7.1.a. Come to discussions with self-created materials or supports to use in sharing information. <i>Ex.</i> Program information into a multiple message voice output device for use in discussion and opens page with messages as discussion begins. <i>Ex.</i> Prepare note cards with pictures and words to use during a discussion.</p> <p>Level III AA Students will: EESL.7.1.a. Come to discussions prepared to share information. <i>Ex.</i> Practice preprogrammed messages in a multiple message voice output device for use in discussion. <i>Ex.</i> Preview a discussion study guide prior to the discussion.</p> <p>Level II AA Students will: EESL.7.1.a. Prepare for discussions. <i>Ex.</i> Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about . . .). <i>Ex.</i> Prepare for a discussion about a science topic by watching a video on the topic prior to the discussion.</p> <p>Level I AA Students will: EESL.7.1.a. Participate in discussions. <i>Ex.</i> Respond to others when addressed. <i>Ex.</i> Comment to others during a group discussion.</p>
<p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>EESL.7.1.b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.</p>	<p>Level IV AA Students will: EESL.7.1.b. N/A</p> <p>Level III AA Students will: EESL.7.1.b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. <i>Ex.</i> After being assigned a role for a literature circle discussion, fulfill the role with support from peers in the group. <i>Ex.</i> Given an object to help the group insure that only one student is talking at a time, listen while peers are talking and share own ideas when holding the object.</p> <p>Level II AA Students will: EESL.7.1.b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions. <i>Ex.</i> Use a multiple message voice output device to add comments during a discussion offered spontaneously without attention to rules. <i>Ex.</i> Add to the discussion when directly prompted to (e.g., "Tell us what you think.").</p>

		<p>Level I AA Students will: EESL.7.1.b. Participate in discussions with adults and peers. <i>Ex.</i> Respond to others when addressed. <i>Ex.</i> Comment to others during a group discussion.</p>
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	EESL.7.1.c. Remain on the topic of the discussion when asking or answering questions or making other contributions.	<p>Level IV AA Students will: EESL.7.1.c. N/A</p> <p>Level III AA Students will: EESL.7.1.c. Remain on the topic of the discussion when asking or answering questions or making other contributions. <i>Ex.</i> During a discussion with peers about a text, add a comment to the discussion that is on topic (e.g., "It said to ____."). <i>Ex.</i> During a discussion after a presentation, add a comment to the discussion about the presentation (e.g., "He said to ____.").</p> <p>Level II AA Students will: EESL.7.1.c. Ask and answer questions specific to the topic, text, or issue under discussion. <i>Ex.</i> During a discussion with peers about a text, ask specific questions about the content (e.g., "Why did she do that?") and answer questions when asked by peers (e.g., "What do you think?"). <i>Ex.</i> During a discussion with peers about current events, ask specific questions (e.g., "What happened to him?") and answer questions (e.g., "Have you ever been there?").</p> <p>Level I AA Students will: EESL.7.1.c. Participate in discussions. <i>Ex.</i> Respond to others when addressed. <i>Ex.</i> Comment to others during a group discussion</p>
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	EESL.7.1.d. Accept when others involved in the discussion agree or disagree.	<p>Level IV AA Students will: EESL.7.1.d. N/A</p> <p>Level III AA Students will: EESL.7.1.d. Accept when others involved in the discussion agree or disagree with own perspective. <i>Ex.</i> After making a statement in a discussion when teacher asks, "What do you think?," if others disagree, indicate the comment was understood.</p> <p>Level II AA Students will: EESL.7.1.d. Indicate agreement with others during group discussions. <i>Ex.</i> Using preprogrammed messages, communicate agreement with points others state. <i>Ex.</i> During a discussion about a science experiment in which the group participated or observed, use a multiple message voice output device to indicate agreement with a peer when he or she comments on the experiment.</p> <p>Level I AA Students will: EESL.7.1.d. Participate in discussions. <i>Ex.</i> Respond to others when addressed. <i>Ex.</i> Comment to others during a group discussion.</p>
SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	EESL.7.2. Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study.	<p>Level IV AA Students will: EESL.7.2. Identify how the main idea is presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study. <i>Ex.</i> State the main idea, purpose, or message of an informational video and explain how that representation relates to the topic being studied.</p> <p>Level III AA Students will: EESL.7.2. Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study. <i>Ex.</i> State the main idea, purpose, or message of an informational video. <i>Ex.</i> State the main idea of a graph showing students' preferences during free time (e.g., "Tells you what most kids like to do.").</p>

		<p>Level II AA Students will: EESL.7.2. Identify the topic of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study. <i>Ex.</i> Identify the topic of a video from an array of choices. <i>Ex.</i> Identify the topic of several different illustrations in a science textbook.</p> <p>Level I AA Students will: EESL.7.2. With support, identify graphic, visual, tactual, or other information that represents a particular topic. <i>Ex.</i> Given an array of visual and/or tactual representations of lunch items, identify the pictures of our choices for lunch today.</p>
<p>SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>EESL.7.3. Determine whether the claims made by a speaker are fact or opinion.</p>	<p>Level IV AA Students will: EESL.7.3. After listening to a speaker, recall the speaker’s claims and determine whether they are fact or opinion. <i>Ex.</i> After listening to the school’s morning news program, recall what was on the news and determine whether the claims were fact (e.g., The boy’s soccer team won.) or opinion (e.g., The dance is going to be really fun.).</p> <p>Level III AA Students will: EESL.7.3. Determine whether the claims made by a speaker are fact or opinion. <i>Ex.</i> Identify fact versus opinion using key words such as <i>all, never, I think, I believe, I feel</i> (e.g., The Earth is a planet versus I think that people should take better care of the earth.). <i>Ex.</i> Given a list of statements recorded while a speaker was talking, sort the statement based on those that are fact and those that are opinion. <i>Ex.</i> After watching a short documentary, review a list of claims made by the narrator (recorded by a peer or adult) and determine whether each is fact or opinion.</p> <p>Level II AA Students will: EESL.7.3. Determine whether one specific claim made by a speaker is fact or opinion. <i>Ex.</i> Given a statement written by a peer or adult while a speaker was talking, determine if it is fact or opinion. <i>Ex.</i> After listening to a speaker make a single claim (e.g., “I think we have to try.”), determine if the claim is fact or opinion.</p> <p>Level I AA Students will: EESL.7.3. Communicate own opinion about a claim made by a speaker. <i>Ex.</i> After listening to the school’s morning news program, indicate whether the items in the news are <i>good or bad</i> (e.g., The teacher asks, “Is it good or bad that the boy’s soccer team won?”). <i>Ex.</i> After watching a short documentary, indicate whether the main claim made by the narrator (e.g., “We must save the environment.”) is <i>right or wrong</i>.</p>
<p>Presentation of Knowledge and Ideas.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>EESL.7.4. Present findings including descriptions, facts, or details related to a main idea or theme.</p>	<p>Level IV AA Students will: EESL.7.4. Present own findings including descriptions, facts, or details related to a main idea or theme. <i>Ex.</i> State the main idea of one’s own presentation (e.g., <i>Animal shelters fit their needs.</i>) and share specific descriptions of facts and details related to the topic. <i>Ex.</i> Using a multimedia presentation on an interactive whiteboard, present the theme of the presentation (e.g., <i>Rocks and minerals are all around us.</i>), and present facts or details about them.</p> <p>Level III AA Students will: EESL.7.4. Present findings including descriptions, facts, or details related to a main idea or theme. <i>Ex.</i> After working with a group to create a presentation on <i>Rocks and Minerals All Around Us</i>, present the findings including details regarding the rocks and mineral samples that are being passed around the class. <i>Ex.</i> After working with an adult to create a report on a book, present the report including a clear statement of the main idea of the book and details related to the main idea.</p> <p>Level II AA Students will: EESL.7.4. Present findings including details related to a main idea or theme. <i>Ex.</i> Having worked with a group to create a presentation on <i>Rocks and Minerals All Around Us</i>, present one or two details. <i>Ex.</i> After reading a book and discussing the theme, present two details related to the theme.</p>

		<p>Level I AA Students will: EESL.7.4. Indicate a detail related to a selected topic. <i>Ex.</i> Point to a detail in a media presentation. <i>Ex.</i> Vocalize in response to a specific part of a media presentation.</p>
<p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>EESL.7.5. Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations.</p>	<p>Level IV AA Students will: EESL.7.5. Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points and enhance the overall presentations. <i>Ex.</i> Select audio recordings of different weather (e.g., light rain, thunder storm, hail, tornado) to enhance a presentation on the weather and emphasize the increasing intensity of the storm types from beginning to end. <i>Ex.</i> Select pictures or clipart to explain how to feed a dog.</p> <p>Level III AA Students will: EESL.7.5. Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations. <i>Ex.</i> Make a drawing to emphasize an important point in a presentation. <i>Ex.</i> Select an array of images from a media source to support points in a presentation.</p> <p>Level II AA Students will: EESL.7.5. Select items, images, or photographs to create a visual or tactual display. <i>Ex.</i> Select photographs for the group to use in creating a montage about the class project. <i>Ex.</i> Select objects from the set of objects collected by classmates to place in a visual display for curriculum night.</p> <p>Level I AA Students will: EESL.7.5. Select items for a visual or tactual display for the group to use in a presentation. <i>Ex.</i> Choose pictures to emphasize a point in the group's presentation given a choice of two or more acceptable photos. <i>Ex.</i> Choose tactual displays to emphasize a point in the group's presentation given a choice of two or more acceptable options.</p>
<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>EESL.7.6. Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.</p>	<p>Level IV AA Students will: EESL.7.6. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner demonstrating understanding of formal English. <i>Ex.</i> Communicate an event from different perspectives for different audiences (e.g., Tell about a personal experience in class and adjust the language to tell about the same event to peers.).</p> <p>Level III AA Students will: EESL.7.6. Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner. <i>Ex.</i> Provide specific details when relating an event in which they participated differently for different contexts and audiences (e.g., "He did ..." "I did..."). <i>Ex.</i> Provide a complete account of an event in which they participated differently for different audiences (e.g., "First, we ... Next, we ... Then, we ... and ...").</p> <p>Level II AA Students will: EESL.7.6. Participate in communication activities with a partner. <i>Ex.</i> Initiate communication with a partner. <i>Ex.</i> Respond meaningfully by gesturing, nodding, or using other devices to indicate understanding to communications from others.</p> <p>Level I AA Students will: EESL.7.6. Communicate with multiple communication partners. <i>Ex.</i> Use eye gaze to communicate with more than one communication partner. <i>Ex.</i> Use a single message voice output device programmed with a greeting to communicate with adults and peers in hallway.</p>

Language		
<p>Conventions of Standard English.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p>	<p>EEL.7.1. Demonstrate standard English grammar and usage when writing or communicating.</p> <p>a. Produce simple complete sentences when writing or.</p>	<p>Level IV AA Students will: EEL.7.1.a. Produce a combination of simple and complex complete sentences when writing and communicating. <i>Ex. Writes about personal experiences using simple sentences (e.g., I went to the mall.) and complex sentences (e.g., I got a CD, a shirt, and a game.).</i></p> <p>Level III AA Students will: EEL.7.1.a. Produce simple complete sentences when writing or communicating. <i>Ex. Respond to questions using standard grammar.</i> <i>Ex. Request help using a complete simple sentence.</i></p> <p>Level II AA Students will: EEL.7.1.a. Use multiple word utterances when writing or communicating. <i>Ex. Say, "I want that one" when asked to make a choice.</i></p> <p>Level I AA Students will: EEL.7.1.a. Respond to standard English grammar and usage when communicating. <i>Ex. Follow simple commands delivered verbally or by gesture, sign, or other form of communication.</i> <i>Ex. Indicate understanding of a statement by the teacher or a peer by responding to the statement (e.g., nod in agreement, answer question).</i></p>
b.	EEL.7.1.b. N/A	
c.	EEL.7.1.c. N/A	
<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives.</p>	<p>EEL.7.2. Demonstrate understanding of conventions of standard English when writing.</p> <p>a. Use end punctuation when writing a sentence or question.</p>	<p>Level IV AA Students will: EEL.7.2.a. Use end punctuation when writing text with multiple sentences. <i>Ex. When writing a journal entry, ends each sentence appropriately with a period.</i> <i>Ex. When writing about an observation in science class that includes two or more sentences and ends each with a period appropriately.</i> <i>Ex. When writing a short note or e-mail to a friend, include a question and two or three short sentences and correct ending punctuation.</i></p> <p>Level III AA Students will: EEL.7.2.a. Use end punctuation when writing a sentence or question. <i>Ex. Writes a single sentence about an observation during science class and uses a period correctly at the end of the sentence.</i> <i>Ex. Writes a note to a friend including the question, "Will you go?"</i></p> <p>Level II AA Students will: EEL.7.2.a. Use a period to end a sentence. <i>Ex. When participating in shared writing, reminds teacher to end the sentence with a period.</i></p> <p>Level I AA Students will: EEL.7.2.a. Participate in shared writing of sentences. <i>Ex. Make a choice from two items to complete a sentence during shared writing.</i></p>
b. Spell correctly.	<p>EEL.7.2.b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p>	<p>Level IV AA Students will: EEL.7.2.b. Spell multi-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p> <p>Level III AA Students will: EEL.7.2.b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. <i>Ex. Spell words phonetically when writing simple sentences.</i></p> <p>Level II AA Students will: EEL.7.2.b. Spell common sight words correctly. <i>Ex. During shared writing the teacher asks that a word be spelled, spell the word (e.g., The teacher asks, "Who can help me spell can?" and the student replies, c-a-n.).</i> <i>Ex. In own writing, spell common sight words correctly (e.g., is, the, in, at, can, on).</i></p>

		<p>Level I AA Students will: EEL.7.2.b. Demonstrate awareness of letters and words. <i>Ex.</i> Point to letters on a bulletin board in the hallway when asked, “Where are the letters?” <i>Ex.</i> Point to text when asked to show me the words to read in a book.</p>
<p>Knowledge of Language.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely.</p>	<p>EEL.7.3. Use language to achieve desired meaning when writing or communicating.</p> <p>a. Use precise language as required to achieve desired meaning.</p>	<p>Level IV AA Students will: EEL.7.3. N/A</p> <p>Level III AA Students will: EEL.7.3. Use precise language as required to achieve desired meaning. <i>Ex.</i> Select language to match appropriate wants and needs. <i>Ex.</i> After saying, “I want some.” and not getting desired item, repeats self saying, “I want some water.”</p> <p>Level II AA Students will: EEL.7.3. Use language to communicate. <i>Ex.</i> Use a consistent, language-based approach to communicating a variety of communicative functions (e.g., To make a request, the student says “want more,” “more <desired item>,” or “Can I?”; to refuse, the student says “no way” or “stop it”; to comment, the student says, “That’s cool,” “I like it,” or “gross.”).</p> <p>Level I AA Students will: EEL.7.3. Acknowledge and respond to communication. <i>Ex.</i> Change affect appropriately in response to others’ communication with them – smile, eye gaze, or some form of communication. <i>Ex.</i> Respond to others’ communication using own form of communication (e.g., sign, communication device, single word or speech).</p>
<p>Vocabulary Acquisition and Use.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-....</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph;..</p>	<p>EEL.7.4. Demonstrate knowledge of new vocabulary drawn from reading and content areas.</p> <p>a. Use context to identify which word in an array of content related words is missing from a sentence.</p>	<p>Level IV AA Students will: EEL.7.4.a. Use context to determine the meaning of a new word. <i>Ex.</i> Given a sentence with an underlined word, replace the underlined word with another word that has the same meaning.</p> <p>Level III AA Students will: EEL.7.4.a. Use context to identify which word in an array of content-related words is missing from a sentence. <i>Ex.</i> Complete a maze task by using context to fill in missing words.</p> <p>Level II AA Students will: EEL.7.4.a. Match vocabulary to meaning. <i>Ex.</i> Match a word to its meaning. <i>Ex.</i> Match a picture to a word.</p> <p>Level I AA Students will: EEL.7.4.a. Demonstrate an understanding of the meaning of common words. <i>Ex.</i> Identify an object named by an adult.</p>
b	EEL.7.4.b. N/A	
<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>EEL.7.4.c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p>	<p>Level IV AA Students will: EEL.7.4.c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. <i>Ex.</i> Use the vocabulary look- up feature in a screen reader to check the meaning of an unknown word. <i>Ex.</i> Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning. <i>Ex.</i> Look up an unfamiliar word in a primary dictionary to check the meaning.</p> <p>Level III AA Students will: EEL.7.4.c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. <i>Ex.</i> While reading, the student points to an unfamiliar word and asks, “What’s that?” <i>Ex.</i> Use a bulletin board created by a teacher to clarify meaning of an unfamiliar word encountered while reading.</p>

		<p>Level II AA Students will: EEL.7.4.c. Recognize a new word when encountered while reading or communicating. <i>Ex.</i> While reading with a teacher, point to a word indicating that it is the new word they just learned.</p> <p>Level I AA Students will: EEL.7.4.c. Asks for help when needed. <i>Ex.</i> Indicate need for help by raising hand, hitting switch, etc. <i>Ex.</i> Use a switch to indicate understanding when asked, “Do you understand?,” or need for clarification when asked, “Do you have any questions?” <i>Ex.</i> Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.</p>
d.	EEL.7.4.d. N/A	
<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<p>EEL.7.5. Demonstrate an understanding of word relationships.</p> <p>a. Demonstrate understanding of synonyms and antonyms.</p>	<p>Level IV AA Students will: EEL.7.5. Produce synonyms and antonyms. <i>Ex.</i> Create lists of synonyms and antonyms. <i>Ex.</i> When asked by the teacher, provide a word that is a synonym or antonym for a known word.</p> <p>Level III AA Students will: EEL.7.5. Demonstrate understanding of synonyms and antonyms. <i>Ex.</i> Given a set of words, match those that are synonyms (angry = mad; begin = start) and antonyms (near ≠ far; light ≠ dark). <i>Ex.</i> Given a word, match it to its synonym from two choices <i>Ex.</i> Given a word, match it to an antonym from two choices.</p> <p>Level II AA Students will: EEL.7.5. Identify common words that are opposites. <i>Ex.</i> Select <i>cold</i> when asked to find the opposite of <i>hot</i>. <i>Ex.</i> When told he can have a <i>small</i> piece, indicate a desire for a <i>big</i> piece.</p> <p>Level I AA Students will: EEL.7.5. Sort words into categories. <i>Ex.</i> Given common words, sort them into categories (e.g., <i>hot</i> versus <i>cold</i> items, <i>big</i> versus <i>small</i> items)</p>
b.	EEL.7.5.b. N/A	
c.	EEL.7.5.c. N/A	
<p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>EEL.7.6. Use general academic and domain-specific words and phrases.</p>	<p>Level IV AA Students will: EEL.7.6. Acquire and use general academic and domain-specific words and phrases. <i>Ex.</i> Match meaning of content word or phrase to its use in a sentence (e.g., sentence strip to sentence strip). <i>Ex.</i> Answer questions about an informational text that uses new specific content vocabulary.</p> <p>Level III AA Students will: EEL.7.6. Use general academic and domain-specific words and phrases. <i>Ex.</i> Fill in the blank with a content word choice from options. <i>Ex.</i> Use assigned content word or phrase in speaking or writing such as in a one or two sentence content report.</p> <p>Level II AA Students will: EEL.7.6. Identify general academic and domain-specific words. <i>Ex.</i> Match new content words to pictures. <i>Ex.</i> Use graphic organizers to generalize and sort old versus new words.</p> <p>Level I AA Students will: EEL.7.6. Identify pictures and other symbols that represent general academic and domain-specific words. <i>Ex.</i> After the teacher uses photographs to teach new vocabulary to the class, point to picture when asked.</p>

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR EIGHTH GRADE
English Language Arts Standards for Eighth Grade:

CCSS Grade-Level Standards	Common Core EE	Instructional Achievement Level Descriptors
Reading (Literature)		
<p>Key Ideas and Details.</p> <p>RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>EERL.8.1. Cite textual evidence to determine what is inferred versus what is explicit.</p>	<p>Level IV AA Students will: EERL.8.1. Cite textual evidence to determine what is inferred versus what is explicit. <i>Ex.</i> Given an inference and several explicit statements, cite text that supports each.</p> <p>Level III AA Students will: EERL.8.1. Cite text to support inferences from text. <i>Ex.</i> Cite specific aspects of the text that tell what happened in a story to make the character take an action (e.g., <i>The boy ran away because the dog was chasing him.</i>). <i>Ex.</i> Cite specific events of the text that made a character happy (e.g., <i>The man was happy because he got his money back.</i>). <i>Ex.</i> Cite text that supports the theme that parents still love you no matter what you do or do not do (e.g., <i>He broke the glass but his mother still loves him.</i>).</p> <p>Level II AA Students will: EERL.8.1. Identify which evidence from an array of text citations support an inference. <i>Ex.</i> Choose from a list of three or more citations from the text, one that tells why we can infer that a character took an action. <i>Ex.</i> Choose from a list of three or more citations from the text, one that tells why we can infer that a character feels a particular way.</p> <p>Level I AA Students will: EERL.8.1. Indicate whether an example is a citation from the text or not. <i>Ex.</i> Given a list of possible citations, indicate which is from the text. <i>Ex.</i> Indicate “yes” or “no” that a sentence or series of sentences is from the text or not.</p>
<p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>EERL.8.2. Determine a theme or central idea of a text and provide a detailed summary.</p>	<p>Level IV AA Students will: EERL.8.2. Determine a theme or central idea of a text and provide a detailed summary <i>Ex.</i> Given a story, identify how the feelings of two or more characters relate to the theme of the text. <i>Ex.</i> Complete a partially filled in graphic organizer by providing elements from the story that relate to the central idea that is already provided.</p> <p>Level III AA Students will: EERL.8.2. Determine theme and include two details supporting theme. <i>Ex.</i> Given a familiar story, identify the essential elements (e.g., characters, settings, and events) and combine those elements into a summary (e.g., Using Mark Twain’s <i>The Adventures of Huckleberry Finn – Huck is boy. Huck says no. Huck misbehaves. Huck lives in a house. Huck can run fast.</i>). <i>Ex.</i> Use a graphic organizer to record the essential elements of a story and then use the completed organizer while telling a summary of the story. <i>Ex.</i> Use writing strategy software that coaches the student to record the essential elements of a story and then generate a written summary.</p> <p>Level II AA Students will: EERL.8.2. Identify a summary that reflects a familiar story. <i>Ex.</i> Given two or more summaries, select the one that best matches a familiar story. <i>Ex.</i> Given two or more summaries of familiar stories, match each summary to correct story.</p> <p>Level I AA Students will: EERL.8.2. Identify parts of a familiar story. <i>Ex.</i> Given a list of story parts (text or symbols), identify the parts that go with a familiar story. <i>Ex.</i> Respond “yes” or “no” when asked if a story part read aloud goes with a familiar story.</p>
<p>RL.8.3. Analyze how particular lines of</p>	<p>EERL.8.3. Explain how incidents in a story or drama</p>	<p>Level IV AA Students will: EERL.8.3. Explain how incidents in a story or drama lead to subsequent incidents.</p>

<p>dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>lead to subsequent incidents.</p>	<p><i>Ex.</i> After reading a book, describe an incident and explain how other incidents lead to it. <i>Ex.</i> After listening to or reading <i>The Adventures of Huckleberry Finn</i>, pick a conversation when Huck starts to view Big Jim differently.</p> <p>Level III AA Students will: EERL.8.3. Identify which incidents in a story or drama lead to subsequent action. <i>Ex.</i> After reading a book and discussing a critical incident in it, identify which incidents lead up to the critical incident. <i>Ex.</i> After the teacher projects a passage on an interactive whiteboard and highlights an incident, highlight two or more incidents that led to the incident. <i>Ex.</i> Use a graphic organizer to link an incident from the story with other incidents that led to it.</p> <p>Level II AA Students will: EERL.8.3. Given two or more incidents from a book, identify which one led to the other. <i>Ex.</i> Given a cause and effect filled in on a graphic organizer, select and arrow to show the direction of the cause/effect. <i>Ex.</i> Given a list of incidents from the book, identify which one is caused by the others.</p> <p>Level I AA Students will: EERL.8.3. Sequence two or more incidents from a story. <i>Ex.</i> After reading a story the class created about a classroom activity and given symbolic representations of two incidents, identify which came first and which came last. <i>Ex.</i> After reading/listening to a familiar text and given two story incidents (in text or symbol form), move them into the right order.</p>
<p>Craft and Structure.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>EERL.8.4. Determine and analyze meanings of words and phrases in literature including figurative language.</p>	<p>Level IV AA Students will: EERL.8.4. Determine and analyze meanings of words and phrases in literature including figurative language <i>Ex.</i> Use an expression of figurative language from a text (e.g., <i>raining cats and dog</i>, <i>green with envy</i>, <i>big headed</i>) in a sentence. <i>Ex.</i> After reading <i>The Secret Life of Walter Mitty</i>, use the word <i>cur</i> as used in the story (e.g., mean, cowardly person) and as it is used to refer to a stray dog (e.g., mongrel dog or mutt).</p> <p>Level III AA Students will: EERL.8.4. Determine meanings of words and phrases in literature including figurative language. <i>Ex.</i> Given a text, identify the meaning of <i>green with envy</i>, <i>big headed</i>, and <i>quick as a wink</i>. <i>Ex.</i> Given figurative language found in the story and shown two different illustrations – one that shows it literally (boy winking) and one that shows it figuratively (boy running), identify which illustration is what the author meant.</p> <p>Level II AA Students will: EERL.8.4. Identify multiple meaning words in literature. <i>Ex.</i> Given two pictures depicting the same word with different meanings (e.g., the <i>yard</i> of a house and a <i>yard</i> as in measurement), identify which illustration depicts what was meant in the text. <i>Ex.</i> Given two pictures depicting the same word with different meanings (e.g., the <i>bat</i> with which a ball is hit and a <i>bat</i> that is an animal), identify which illustration depicts what was meant in the text.</p> <p>Level I AA Students will: EERL.8.4. Identify meaning of words in literature. <i>Ex.</i> Point to a picture depicting a word that came from the text. <i>Ex.</i> Match words found in <i>The Adventures of Huckleberry Finn</i> (raft, river, slave man, boy, gun, steamboat) to illustrations.</p>
<p>RL.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.</p>	<p>EERL.8.5. Compare and contrast the structure of two or more texts.</p>	<p>Level IV AA Students will: EERL.8.5. Compare and contrast the structure of two or more texts. <i>Ex.</i> Tell what is the same about the structure of two poems (e.g., “One poem ends in rhymes and another does not end in rhymes.”). <i>Ex.</i> Tell what is different about the structure of two stories such as one story has dialogue (e.g., “Tells you what the boy is saying,”) and the other does not (e.g., “Just tells you what the boy thinks and does.”).</p> <p>Level III AA Students will: EERL.8.5. Compare and contrast the structure of two texts with obviously different structures. <i>Ex.</i> Given a story and a poem, tell what the same is and what is different about them (e.g., “The poem is like a song and the story is like a movie.”).</p>

		<p>Ex. Given a story and a drama, tell what the same is and what is different about them (e.g., “The story tells what happens and drama tells what people say.”).</p> <p>Level II AA Students will: EERL.8.5. Identify common structures used in texts. Ex. Given a familiar story, tell one thing about the structure (e.g., “It tells about what happens.”). Ex. Given a familiar poem, tell one thing about the structure (e.g., “It has words that rhyme.”). Ex. Given a familiar story, activate a switch to identify a repeated phrase that is used to create a structure for the story.</p> <p>Level I AA Students will: EERL.8.5. After listening to a text, decide if it is a story or a poem. Ex. Responds “yes” or “no” when asked, “Was that a story?” Ex. Points to story after hearing someone read a familiar story.</p>
<p>RL.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.</p>	<p>EERL.8.6. Determine how differences in the points of view of a character and the audience or reader create such effects as suspense or humor.</p>	<p>Level IV AA Students will: EERL.8.6. Compare points of view of characters in a story and the audience or reader in a text with suspense or humor. Ex. When reading a book with lots of idioms (e.g., any book in the Amelia Bedelia series), compare the point of view of the main character (Amelia) with the point of view of other characters (Amelia’s employer) and the reader (e.g., How is Amelia feeling as she is following directions? How do her employers feel? How are we feeling as the reader?). Ex. When reading a book with a great deal of suspense, compare the point of view of the main character with other characters in the story and the reader.</p> <p>Level III AA Students will: EERL.8.6. Determine a difference in the points of view of a character and the audience or reader in a text with suspense or humor. Ex. When reading a book with lots of idioms (e.g., any book in the Amelia Bedelia series), compare the point of view of the main character with the point of view of the reader (e.g., How is Amelia feeling as she is following directions and how are we feeling as the reader?). Ex. When reading a book with a great deal of suspense, compare the point of view of the main character with the point of view of the reader.</p> <p>Level II AA Students will: EERL.8.6. Identify the point of view of a character in a story that is humorous or suspenseful. Ex. After shared reading of a suspenseful story, identify the point of view of the main character. Ex. After shared reading of a humorous story, identify the point of view of a character.</p> <p>Level I AA Students will: EERL.8.6. Identify a character in a story. Ex. After shared reading of a story, select from choices the name of a character. Ex. After shared reading of a story, select an illustration from the story that shows the character the story is about.</p>
<p>Integration of Knowledge and Ideas.</p> <p>RL.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.</p>	<p>EERL.8.7. Compare and contrast a scene from a filmed or live production of a story or drama to the text or script.</p>	<p>Level IV AA Students will: EERL.8.7. Compare and contrast a scene from a filmed or live production of a story or drama to the text or script. Ex. Watch a movie about the Titanic and read the book, <i>The Last Day on the Titanic</i>, then compare and contrast the two. Ex. Compare and contrast the script to the production of a play at school.</p> <p>Level III AA Students will: EERL.8.7. Compare or contrast a scene from a filmed or live production of a story or drama to the text or script. Ex. Compare and contrast a scene from a movie (e.g., when Mole meets Ratty in <i>The Wind in the Willows</i>) with the parallel scene in the text. Ex. Compare and contrast a scene from a movie version of <i>The Adventures of Tom Sawyer</i> with the parallel passage in a text-based version of it.</p> <p>Level II AA Students will: EERL.8.7. Match a scene in a filmed or live production with the parallel scene in the text version. Ex. After reading a scene from a text version of <i>The Wind in the Willows</i>, signal when the scene appears in the film version. Ex. After reading a chapter from <i>The Incredible Journey</i>, signal when the scene appears in the movie.</p>

		<p>Level I AA Students will: EERL.8.7. Match illustrations of characters in a book with the characters in a film or live production. <i>Ex.</i> Given pictures of characters from a film production of <i>The Three Little Pigs</i>, point to the picture of the appropriate character while the teacher is reading the book. <i>Ex.</i> While watching a film version of <i>The Wind in the Willows</i>, point to the corresponding picture of the characters from the book as they appear in the film.</p>
RL.8.8.	EERL.8.8. N/A	
<p>RL.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.</p>	<p>EERL.8.9. Compare and contrast themes, patterns of events, or characters across multiple modern and multiple traditional story, myth, or religious work</p>	<p>Level IV AA Students will: EERL.8.9. Compare and contrast themes, patterns of events, or characters across multiple modern and multiple traditional story, myth, or religious work. <i>Ex.</i> Compare and contrast the traits of a fairy godmother in a modern tale with the characteristics of a fairy godmother in a traditional version of Cinderella. <i>Ex.</i> Compare and contrast the events of a myth with a common “hero journey” theme with the theme of a modern work with a true hero (e.g., firefighter, police officer, or service member).</p> <p>Level III AA Students will: EERL.8.9. Compare and contrast themes, patterns of events, or characters across two or more stories or dramas. <i>Ex.</i> Compare and contrast how Superman and the police both work to keep the law and help people. <i>Ex.</i> Compare and contrast the events in one text with the events of another.</p> <p>Level II AA Students will: EERL.8.9. Identify the theme, pattern of events, or characters from a story. <i>Ex.</i> Use a graphic organizer to record the theme, pattern of events, and names of characters from a story. <i>Ex.</i> Given events from a story, arrange the events to identify the pattern in which they appear in the story. <i>Ex.</i> Identify a character that plays a certain role in the story (e.g., good guy, bad guy).</p> <p>Level I AA Students will: EERL.8.9. Identify two characters, and one trait for each character in a story. <i>Ex.</i> After shared reading of a story, select from choices the name of a character. <i>Ex.</i> After shared reading of a story, select an illustration from the story that shows the character the story is about.</p>
RL.8.10	EERL.8.10.	*This Essential Element references all elements above.
Reading (Informational Text)		
<p>Key Ideas and Details.</p> <p>RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>EERI.8.1. Cite text to determine what is inferred versus what is stated explicitly in an informational texts.</p>	<p>Level IV AA Students will: EERI.8.1. Cite text to determine what is inferred versus what is stated explicitly in an informational texts. <i>Ex.</i> Using a geography chapter, find the text that defines the climate near the ocean, analyze the climate, and make inferences about the weather. <i>Ex.</i> Using pictures of islands, cities, and farmland, and text about their climates, cite text to determine the climate and make inferences about the weather.</p> <p>Level III AA Students will: EERI.8.1. Cite text to support inferences from informational text. <i>Ex.</i> Using a geography chapter with the text that defines the climate near the ocean highlighted, find information to support the inference that it is rainy near the ocean (e.g., The text says it rains more days than it is sunny.). <i>Ex.</i> Use a picture map to support inferences about directions (e.g., Asked, “How do we know what direction to go?,” the student responds, “This way – where the arrow is pointing.”).</p> <p>Level II AA Students will: EERI.8.1. From an array of text identify the key idea or evidence in a text. <i>Ex.</i> Choose from a list of three or more citations from the text, one that is evidence that cars are faster than a horse and buggy. <i>Ex.</i> Identify the representation of rain on a weather map as evidence that it will rain today.</p> <p>Level I AA Students will:</p>

		<p>EERI.8.1. Identify a type of informational text. Ex. Select from two choices, the one that has phone numbers (e.g., Point to phonebook when asked, “Where do you find a number to call on the phone?”). Ex. Select from two choices, the one that provides information about the weather (e.g., Point to a weather map when presented with a weather map and a storybook and asked, “What tells you about the weather?”).</p>
<p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>EERI.8.2. Determine the central idea of a text, and provide a detailed summary to support the central idea.</p>	<p>Level IV AA Students will: EERI.8.2. Determine the central idea of a text, and provide a detailed summary to support the central idea Ex. Given a history text, summarize the key events. Ex. Complete a partially filled in graphic organizer by providing elements from a science text that relate to the central idea that is already provided.</p> <p>Level III AA Students will: EERI.8.2. Determine the central idea and include two details. Ex. Use a graphic organizer to record the essential information from a familiar informational text and then use the completed organizer while telling a summary of the information. Ex. Use writing strategy software that coaches the student to record the essential information and then generate a summary.</p> <p>Level II AA Students will: EERI.8.2. Identify a summary that reflects a familiar informational text. Ex. Given two or more summaries, select the one that best matches a familiar informational text. Ex. Given two or more summaries of historical events, match each summary to a familiar informational text.</p> <p>Level I AA Students will: EERI.8.2. Identify parts of a familiar informational text. Ex. After shared reading of a familiar informational text, identify an illustration from a familiar informational text.</p>
<p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>EERI.8.3. Make connections and distinctions between key individuals and events in a text.</p>	<p>Level IV AA Students will: EERI.8.3. Make connections and distinctions between key individuals and events in a text. Ex. Draw a timeline listing key events and make connections between them (e.g., storms and floods). Ex. After reading and discussing a historical text, make connections between key individuals given paired choices (e.g., Theodore “Teddy” Roosevelt and Franklin D. Roosevelt were President).</p> <p>Level III AA Students will: EERI.8.3. Make connections between key individuals or events in a text. Ex. Pick out the adult and child in an informational text and identify the connection between them (e.g., the adult takes care of the child). Ex. Put events in an informational text in order and identify the connection between them (e.g., Someone started a campfire and the trees burned.). Ex. Use a story map to outline key individuals and key events in a text.</p> <p>Level II AA Students will: EERI.8.3. Identify a individuals or events in a text and compare to another character or event. Ex. Identify a character in a newspaper article and compare to another individual in the paper (i.e., sports page – football player, soccer player). Ex. Given pictures of three familiar people (e.g., cook, principal, and teacher) and then read three dialogues to them, match the person who said it and where it took place (e.g., cafeteria, classroom, and intercom). Ex. Given pictures of two people, one from American History (e.g., Thomas Jefferson) and one from World History (e.g., Napoleon), compare their dress and appearance.</p> <p>Level I AA Students will: EERI.8.3. Identify an individual and a related event in a text. Ex. After shared reading and discussion of an informational text, select from choices an illustration that shows an individual or event from the text (e.g., point to a</p>

<p>Craft and Structure.</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>EERI.8.4. Determine and analyze the meanings of words and phrases in informational text including technical and figurative language.</p>	<p>picture of an animal or a boy from an informational text about caring for animals).</p> <p>Level IV AA Students will: EERI.8.4. Determine and analyze the meanings of words and phrases in informational text including technical and figurative language Ex. Use an expression of figurative language from an informal text (e.g., “I have a dream”) to write a sentence.</p> <p>Level III AA Students will: EERI.8.4. Determine meanings of words and phrases in literature including technical and figurative language. Ex. Given figurative language from a weather report and shown two different illustrations – one that shows it literally (large amounts of rain) and one that shows it figuratively (raining cats and dogs), determine which illustration is what the author meant.</p> <p>Level II AA Students will: EERI.8.4. Identify the meaning of multiple meaning words as they are used in informational text. Ex. Given two pictures depicting the same word with different meanings (e.g., park a car and a national park), identify which illustration depicts what was meant in an informational text about national parks. Ex. Given two pictures depicting the same word with different meanings (e.g., a rock on the ground and rock in a rocking chair), identify which illustration depicts what was meant in a physical science text.</p> <p>Level I AA Students will: EERI.8.4. Identify a word from an informational text. Ex. After shared reading of a text, identify a word from it (e.g., point to an illustration of a frog in a book about frogs). Ex. After shared reading of a text about space in which illustrations were included, respond to indicate a word from the text (e.g., Select the picture of a spaceship when asked, “Was this in the text?,” when presented with the picture of a spaceship, a lake, and a building.).</p>
<p>RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>EERI.8.5. Determine the role of sentences in a paragraph (e.g., topic sentence, supporting details, and examples).</p>	<p>Level IV AA Students will: EERI.8.5. Determine the role of sentences in a paragraph (e.g., topic sentence, supporting details, and examples). Ex. Identify the topic sentence/main idea and two additional facts about it (e.g., The topic is Africa; there are tigers in Africa and there is not enough water.). Ex. Retell main idea of an informational passage (e.g., Many animals live in the desert; the desert is dry; there are plants).</p> <p>Level III AA Students will: EERI.8.5. identify the topic sentence and two supporting details.(e.g., topic sentence, details, and examples). Ex. In the provided paragraph, identify the topic sentence and a sentence providing a supporting detail. Ex. Underline the topic sentence and a detail in a passage displayed on an interactive whiteboard.</p> <p>Level II AA Students will: EERI.8.5. Identify topic sentence and a detail. Ex. Using a paragraph projected on an interactive whiteboard, underline a detail in an article. Ex. Given two sentences, underline the sentence containing a detail from an informational passage (e.g., Sally is a girl that works in the store.).</p> <p>Level I AA Students will: EERI.8.5. Indicate bold print or a highlighted word. Ex. Point to a bolded print word from a sentence.</p>
<p>RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to</p>	<p>EERI.8.6. Determine an author’s purpose or point of view and response to conflicting evidence.</p>	<p>Level IV AA Students will: EERI.8.6. Determine an author’s purpose or point of view and response to conflicting evidence. Ex. When presented with two texts on the same topic but from different viewpoints, identify the authors’ different perspectives.</p> <p>Level III AA Students will: EERI.8.6. Determine an author’s purpose and point of view and identify an opposing point of view.</p>

<p>conflicting evidence or viewpoints.</p>		<p>Ex. After reading an informational text, state the author’s purpose (e.g., After reading about Africa, answer, “What is the author trying to tell you?,” say “About animals in Africa.”).</p> <p>Ex. After watching a television commercial online (YouTube) or an advertisement printed in a magazine, identify the product and what the commercial wants you to do (e.g., What does the commercial say that convinces you about the product? What in the commercial makes you want to buy the product?).</p> <p>Level II AA Students will: EERI.8.6. Determine an author’s purpose or point of view Ex. Select text about snakes from at least three different options.</p> <p>Level I AA Students will: EERI.8.6. Identify a resource based on its purpose Ex. Ask for a resource by topic or purpose, (e.g., The teacher says, “What do you want to read about?,” and the student says, “tigers.”). Ex. Use a preprogrammed AAC device to request an informational text by topic or purpose.</p>
<p>Integration of Knowledge and Ideas.</p> <p>RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>EERI.8.7. Identify advantages and disadvantages of using different mediums (print, digital, multi-media) to present a topic or idea.</p>	<p>Level IV AA Students will: EERI.8.7. Identify advantages and disadvantages of using different mediums (print, digital, multi-media) to present a topic or idea Ex. Use a computer to type a journal entry. Ex. Record a report on audio recording equipment. Ex. Use PowerPoint to create a presentation.</p> <p>Level III AA Students will: EERI.8.7. Identify advantages or disadvantages of using different mediums (print, digital, multi-media) Ex. Choose a medium for listening to music (e.g., DVD player or MP3 player). Ex. Choose a medium for seeing and hearing another person not in the same room (e.g., Skype) or just hearing another person not in the same room (e.g., cell phone). Ex. Choose the best medium for checking the spelling of a word (e.g., spell check or dictionary). Ex. Given three possible sources, select the one that is best for the stated use (e.g., “Which would be used to see what is on TV tonight?” Possibilities include TV guide, dictionary, or catalog).</p> <p>Level II AA Students will: EERI.8.7. Recognize different functions of media sources. Ex. Recognize that one types on a computer (e.g., “What can you do on a computer?”). Ex. Recognize that one can watch a movie on a TV or computer (e.g., “What can you use to watch a movie?”).</p> <p>Level I AA Students will: EERI.8.7. Identify media sources. Ex. Point to a TV when named. Ex. Point to a computer when named.</p>
<p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant</p>	<p>EERI.8.8. Determine whether claims in a text are fact or opinion and identify evidence to support facts.</p>	<p>Level IV AA Students will: EERI.8.8. Determine whether claims in a text are fact or opinion and identify evidence to support facts. Ex. Determine whether stated information is true or false and point to the text. Ex. State the reason something is real or fantasy (e.g., “Animals don’t really talk, houses don’t fly, people don’t fly.”).</p> <p>Level III AA Students will: EERI.8.8. Determine whether claims in a text are fact or opinion. Ex. After two statements are read by the student or teacher, identify which is a fact versus which is an opinion using key words such as I think, I believe, I feel (e.g., The water comes from rivers versus I think that people should take better care of the rivers.).</p>

<p>evidence is introduced.</p>		<p>Level II AA student will: EERI.8.8. Identify a factual statement from a text. Ex. After reading a text with the teacher and a small group to determine which claims are fact, identify whether a statement is factual about a text (e.g., “Is the text we read about frogs catching flies with its tongue?”). Ex. After reading and discussing a book with an adult to determine the facts it states, identify a fact from choices.</p> <p>Level I AA Students will: EERI.8.8. Respond to a statement about a passage. Ex. After shared reading of an informational passage, repeat a word or phrase from the passage. Ex. After shared reading of an informational passage, nod to agree when the teacher repeats a statement from the passage.</p>
<p>RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>EERI.8.9. Compare and contrast the key information in more than two different texts on the same topic.</p>	<p>Level IV AA Students will: EERI.8.9. Compare and contrast the key information in more than two different texts on the same topic. Ex. Provided a school’s football schedule, school poster, and a local sports article about the team, identify key information such as the next game, teams, score, etc.</p> <p>Level III AA Students will: EERI.8.9. Compare and contrast the key information in two different texts on the same topic. Ex. Tell how two texts give different information on the same topic (e.g., The teacher asks, “Where can frogs live?” and the students respond, “Frogs can live in a pond. Frogs can live in trees.”). Ex. Compare information from two books on the same geography topic (e.g., The teacher asks, “Both books are about the desert. What do both tell you about the desert?,” and the student responds, “It is hot. It is dry.”).</p> <p>Level II AA Students will: EERI.8.9. Identify the topic and a fact from informational text. Ex. After reading an informational text, tell whether a fact was stated in the text (e.g., “Did we learn that George Washington was the first president?”). Ex. After reading an informational text, identify from choices a fact from the text. Ex. After teacher shares informational text about cloud types, identify a picture showing cumulus clouds.</p> <p>Level I AA Students will: EERI.8.9. Identify a fact. Ex. After shared reading and discussion of an informational text in which the teacher repeats facts read, identify a fact that answers a simple what question about the text using partner- assisted scanning or eye gaze. Ex. During shared reading of informational text, use a switch, a nod, or answer “yes” or “no” when the teacher asks, “Did we read . . . ?”</p>
<p>Range of Reading and Level of Text Complexity.</p> <p>RI.8.10.</p>	<p>EERI.8.10.</p>	<p>**This Essential Element references all elements above.</p>
<p>Writing</p>		
<p>Text Types and Purposes.</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>EEW.8.1.a- b. Write an argument to support claims with multiple c reasons or pieces of evidence.</p>	<p>Level IV AA Students will: EEW.8.1.a, b. Write an argument to support claims with multiple reasons or pieces of evidence. Ex. Write a claim about the class election (e.g., Joe is best) and an argument to support the claim (e.g., he is friend) and two or more reasons (e.g., he nice, smart). Ex. Write a claim (e.g., School uniforms are bad.) and an argument to support it (e.g., They are ugly.) with two or more reasons (e.g., Brown is ugly. White is ugly. Sweater ugly.). Ex. Write a claim about the school rules (e.g., No fighting at school.), an argument to support it (e.g., It is the rule.), and reasons why the rule exists (e.g., Someone hurt and mad. Not nice.).</p>

<p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>		<p>Level III AA Students will: EEW.8.1.a,b. Write an argument to support claims with two clear reasons or pieces of evidence. Ex. Write a claim about the class election (e.g., Joe is best) and an argument to support the claim (e.g., he is friend) and a reason (e.g., he is good). Ex. Write a claim (e.g., School uniforms are bad.) and an argument to support it (e.g., too hard) with a reason (e.g., lots of buttons). Ex. Write a claim (e.g., No fighting at school.), an argument to support it (e.g., It is the rule.), and a reason (e.g., someone hurt).</p> <p>Level II AA Students will: EEW.8.1.a,b. Write a claim with one clear reason or piece of evidence. Ex. Write Joe is the best when asked to write about the upcoming class election, and after a teacher- led discussion of possible reasons, add an argument or reason to support it. Ex. Write claim when asked about a school policy (e.g., uniforms bad), and following a teacher- led discussion, work with a peer to add an argument or reason to support it. Ex. Write when asked about a school rule (e.g., No fighting at school.), and following a group brainstorming activity, add one argument or reason to support it.</p> <p>Level I AA Students will: EEW.8.1.a, b. State an agreement or disagreement with claims written by peers. Ex. After a peer writes, state agreement or disagreement (e.g., After a peer writes, uniforms are bad, indicate “Yes” when asked, “Do you agree? Are the uniforms bad?”) and then using assistive technology, type letters or words providing a reason. Ex. After a peer writes, use a switch to agree or disagree (e.g., Joe is best), the student indicates “No” when asked, “Do you agree? Is Joe best for class president?”), and observe as the teacher adds the student’s name to the “Joe is best” chart and reads all the names aloud. Ex. After a peer writes, indicate agreement or disagreement with a claim (e.g., A peer writes, principal has gray hair, signal thumbs up to indicate agreement and thumbs down to indicate disagreement).</p>
c..	EEW.8.1.c. N/A	
d..	EEW.8.1.d. N/A	
e.	EEW.8.1.e. N/A	
<p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and</p>	<p>EEW.8.2.a- b. Write informative/exploratory texts to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as appropriate formatting of graphics and multimedia as needed.</p>	<p>Level IV AA Students will: EEW.8.2.a, b. Write informative/exploratory texts to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write about a hobby stating what the hobby is (e.g., I like cooking.), writing a paragraph about favorite foods to cook with a reason (e.g., I like make grill ches [grilled cheese], mac n ches [macaroni and cheese]. I like melt ches [melted cheese].) and favorite desserts (e.g., I like make [making] hot fuj sunda [fudge sundaes] with ice crem sprinkls [cream sprinkles]. Ice crem [cream] is cold and swet [sweet].).</p> <p>Level III AA Students will: EEW.8.2.a, b. Write informative/exploratory texts to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write about a hobby stating what the hobby is (e.g., I like cooking.), facts and details about it (e.g., like pancake [pancakes], cereal, grill ches [grilled cheese], mac n ches [macaroni and cheese]), and then add pictures of favorite foods on the printed document. Ex. Write about a topic assigned by the teacher clearly stating the topic, providing details about it, and selecting graphics from the Internet to support the final product.</p> <p>Level II AA Students will: EEW.8.2.a, b. With guidance and support, write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. Ex. Given a ready-made set-up in writing software with word and picture banks the teacher created about the student’s hobbies, select a hobby (e.g., cooking) and then select words from the word bank (e.g., pancakes, cereal, mac n cheese [macaroni and cheese]) and use spelling (e.g., I like to cook.) to write about the topic. Ex. Given a ready-made set-up in writing software with word and picture banks the teacher created about a class subject, write about a topic assigned by the teacher clearly stating the topic, providing details about it, and selecting graphics from the Internet to support the final product.</p>

<p>multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well- chosen facts, definitions, concrete details, quotations, or other information and examples.</p>		<p>Level I AA Students will: EEW.8.2.a, b. With guidance and support, participate in shared writing to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. Ex. Work with peers who have chosen the same topic and make choices of facts, details, and/or graphics to add to the writing product. Ex. Work in a group with the teacher who offers choices and models use of voice output communication devices to encourage active participation among all group members in the shared writing, adding the student’s messages to the shared writing text. Ex. Point to symbols on a communication device to communicate ideas about an upcoming event, “I go,” which the teacher types in a talking word processor as the student observes and listens. Ex. Point to symbols on a communication device to communicate information about transportation after school, “Mom drives,” selects from an online array of relevant photos, which the teacher adds to an online presentation site where the student can independently read, listen, and observe the text created.</p>
c.	EEW.8.2.c. N/A	
d.	EEW.8.2.d. N/A	
e.	EEW.8.2.e. N/A	
f..	EEW.8.2.f. N/A	
<p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p>EEW.8.3. Select an event or personal experience and write a narrative that includes at multiple characters and multiple events in sequence</p> <p>a- b. Introduce the experience or situation, at least one character, and two or more events in sequence.</p>	<p>Level IV AA Students will: EEW.8.3.a-b., Select an event or personal experience and write a narrative that includes at multiple characters and multiple events in sequence. Ex. Write about a personal experience (e.g., Go to movies), writing about himself (me) and friends (JT and K), and including multiple events (Go in car. By popcorn [popcorn]. sit fnt [front]). Ex. After reading and discussing a non- fiction text, write a summary about an event (e.g., Boston Tea Party), the situation (tea tax), the actors (colonists), the actions (got on ships, threw tea in harbor).</p> <p>Level III AA Students will: EEW.8.3.a-b. write a narrative about an experience or situation, at least one character, and two or more events in sequence. Ex. Write about a personal experience (e.g., make bns [brownies]), writing about himself (me) and mom (mom), and including two events (cook. eat.). Ex. After reading and discussing a non- fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes into a summary about an event (e.g., Boston Tea Party), the situation (tea tax), the actors (colonists), the actions (got on ships, threw tea in harbor).</p> <p>Level II AA Students will: EEW.8.3.a-b. Write a sentence about an experience or situation that includes at least one character and one or more events. Ex. With guidance and support from a teacher who guides the student through each step of writing, write about going to the grocery store (siping [shopping]). Ex. After reading and discussing a non- fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about <event>. The colonists <did what two things> because <what were they mad about>.).</p> <p>Level I AA Students will: EEW.8.3.a-b. Communicate about a personal experience. Ex. With the support of an adult who gets the student’s remnant book and turns the pages, select an artifact from the remnant book (e.g., movie ticket) and then use signs and gestures to say, “me go,” which the adult writes on a sticky note and reads aloud and sticks on the page in the book. Ex. Using switches or symbols, select a word about something they like to do (e.g., go to movies, watch TV, play games), which the adult adds to a group chart of likes and dislikes and reads aloud to the group. Ex. Having seen a photo from a field trip, use a multi- message device to communicate about the experience (Go farm. Happy) which the teacher will write below the photo and read aloud as the student observes.</p>
c.	EEW.8.3.c. N/A	

d.	EEW.8.3.d. N/A	
e..	EEW.8.3.e. N/A	
<p>Production and Distribution of Writing.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>EEW.8.4. Produce writing that is appropriate for the task, purpose, or audience.</p>	<p>Level IV AA Students will: EEW.8.4. Produce writing that is appropriate for the task, purpose, or audience. Ex. Write letter requesting information about a vacation spot.</p> <p>Level III AA Students will: EEW.8.4. Using a graphic organizer or template produce writing that is appropriate for the task, purpose, or audience. Ex. Write the steps of the science experience in the group’s log. Ex. Write a response to a book read in English language arts class following the rubric provided by the teacher.</p> <p>Level II AA Students will: EEW.8.4. Complete a writing that is appropriate for the task, purpose, or audience. Ex. Select the appropriate words from a word bank to complete a thank you note. Ex. Use a set of guidelines and word prediction software to write a letter with an opening, body, and a closing.</p> <p>Level I AA Students will: EEW.8.4. write for a variety of purposes. Ex. With a switch accessible ready- made set- up on the computer, write a report about a book by making choices between 2- 3 options at a time to indicate the book title (e.g., selecting the book from three pictures of book covers), state an opinion (e.g., choose from good, bad, so- so), and select related facts or details to add (e.g., good ending).</p>
<p>W.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.</p>	<p>EEW.8.5., Plan by brainstorming and revise own writing by adding more information</p>	<p>Level IV AA Students will: EEW.8.5. Plan by brainstorming and revise own writing by adding more information. Ex. Given a topic and a sample brainstorming bubble, generate ideas and write them down, and, after getting feedback from peers, revise by adding additional ideas. Ex. Develop outline before beginning the writing process (topic - favorite animals: outline three reasons for each favorite animal listed), and after getting a peer’s feedback, revise by adding to the outline.</p> <p>Level III AA Students will: EEW.8.5. plan by brainstorming and revise own writing by adding more information. Ex. After sharing writing with peers, work with peers to brainstorm ideas to add. Peers write all of the ideas in a list and give it to the student to use in revising and adding more information to improve the overall quality of the writing. Ex. Work with peers to plan a written report of their research project. Each takes turns reading what they have to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it. Ex. After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.</p> <p>Level II AA Students will: EEW.8.5. Plan by brainstorming to strengthen own writing. Ex. Work with the teacher to brainstorm ideas of things to add to strengthen her writing. The teacher adds the ideas to a software- based graphic organizer and shows the student how the ideas can be used in writing. Ex. Work with peers to brainstorm ideas for writing and record them in own writing folders to use in future writing. Ex. Work with the teacher and peers in writing groups to listen to each group member respond (“What I liked best about your writing . . . ,” “One question I have is . . . ?,” and “One suggestion I have is”), and use that feedback to revise draft with teacher guidance.</p>

		<p>Level I AA Students will: EEW.8.5. Brainstorm ideas to use for writing. Ex. With guidance and support from peers, select words from a word bank to write. Ex. With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet (e.g., “Tell me the next one.”) and write desired letters (“Write that one for me.”). Ex. Working with a peer on the computer, type a letter and the peer adds to the letter to create a word. Together, they compose a text.</p>
<p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>EEW Use multiple forms of technology, , to produce writing using multiple while interacting and collaborating with others..8.6..</p>	<p>Level IV AA Students will: EEW.8.6. Use multiple forms of technology, , to produce writing using multiple while interacting and collaborating with others. Ex. Work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co- author a summary. Ex. In a science lesson, after visiting a topically relevant website, use a talking word processor to draft notes and then share what was learned with peers.</p> <p>Level III AA Students will: EEW.8.6. Use 2 forms of technology, including the Internet, to produce writing to interact and collaborate with others. Ex. Use e-mail to interact with a pen pal. Ex. Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook. Ex. Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with an alternative keyboard, and share what was learned with classmates. Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.</p> <p>Level II AA Students will: EEW.8.6. Use technology to produce writing while interacting and collaborating with others. Ex. Use a list of criteria, word prediction software, and an alternative keyboard to write an e-mail to a pen pal. Ex. Use an alternative keyboard programmed with the day’s activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook.</p> <p>Level I AA Students will: EEW.8.6. Use technology to while interacting and collaborating with others in shared writing activities. Ex. Use voice output communication devices to interact with peers during collaborative writing projects, pointing out ideas or words they would like added to the text. Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project. Ex. Use a camera to capture pictures that are then used in a story being developed by a small group and indicate “yes” or “no” when asked if accompanying text written by group seems on target.</p>
<p>Research to Build and Present Knowledge.</p> <p>W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues</p>	<p>EEW.8.7.</p> <p>Conduct research projects to answer and pose questions based on multiple sources of information.</p>	<p>Level IV AA Students will: EEW.8.7. Conduct research projects to answer and pose questions based on multiple sources of information. Ex. Interact with a variety of websites using a screen reader to access the information in order to answer a question posed by the teacher and generate two questions of his own. Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column as they know so.</p> <p>Level III AA Students will: EEW.8.7. Conduct short research projects to answer and pose questions based on two sources of information. Ex. Read a text posted on an interactive whiteboard, highlight the answer to a question posed by the teacher, and then use the information to write own question in response. Ex. Compete the K and W column of a KWL chart on a particular informational topic, and then visit a website to answer questions they posed in the W column and take notes in the L column as they do so.</p>

<p>of exploration.</p>		<p>Level II AA Students will: EEW.8.7., Conduct short research projects to answer questions based on one source of information. Ex. Given a question and text posed on an interactive whiteboard, research to find the answer to a question after a peer reads the question aloud and discusses it with the student before reading the text aloud to find the answer. Ex. Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., "Where is most of the water on earth?" Water in oshun [ocean].).</p> <p>Level I AA Students will: EEW.8.7., Participate in shared research and writing to answer questions. Ex. Use partner-assisted scanning to answer a question during reading (e.g., The teacher tells students that they are going to listen while she reads in order to answer a question, "What did the main character do that is surprising?" and presents three choices. Then, the teacher reads to the place where the answer is, stops to reread the question and possible answers, and then gets a response from the student using partner-assisted scanning.). Ex. Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., "Where is most of the water on earth?" Water in oshun [ocean].).</p>
<p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>EEW.8.8. Select quotes from multiple print or digital sources that state conclusions about a topic.</p>	<p>Level IV AA Students will: EEW.8.8. Select quotes from multiple print or digital sources that state conclusions about a topic. Ex. Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes that state conclusions about the topic and write notes on the information they provide. Ex. Given a collection of books, search for quotes that state conclusions on an assigned topic and write notes on the information they provide.</p> <p>Level III AA Students will: EEW.8.8. Select quotes from multiple print or digital sources that provide important information about a topic. Ex. Given a collection of articles on a social studies topic, read the articles and highlight quotes that provide important information on the topic and write notes about the information they provide. Ex. Given a series of bookmarked websites, navigate to each site, copy/paste quotes that provide important information, and add notes on the information they provide.</p> <p>Level II AA Students will: EEW.8.8. Select quotes from print or digital sources that provide information about a topic. Ex. Highlight quotes from an informational text on a topic (e.g., Harriet Tubman was the conductor on the underground railroad.) and add notes on the information they provide. Ex. Use the highlighting feature on an interactive whiteboard to highlight and save quotes from a paragraph, and then write notes on information they provide. Ex. Given a book, mark informative quotes with sticky notes, and with teacher guidance and support, write notes on information they provide. Ex. Given a selection of quotes from a text on a given topic, identify which quotes specifically address the topic and, following teacher- led discussion, write what they mean.</p> <p>Level I AA Students will: EEW.8.8. During shared reading, identify when information about a topic is read. Ex. Use a single message voice output communication device to say, "That's about <character's name>." each time the teacher reads something about the character in the book. The teacher attributes meaning by connecting to information on the page. Ex. During shared reading, given a list of words (some of which are relevant in the text), identify those that are connected meaningfully, and with teacher guidance and support, determine from page and yes or no responses what information they provide.</p>
<p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>EEW.8.9. Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., "Compare and contrast themes, patterns of events, or</p>	<p>Level IV AA Students will: EEW.8.9.a. Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., "Compare and contrast themes, patterns of events, or characters across multiple stories or dramas.").</p> <p>Level III AA Students will: EEW.8.9.a. Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.").</p>

<p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>	<p>characters across multiple stories or dramas.”).</p> <p>a. Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.”).</p>	<p>Ex. After reading to compare and contrast two stories, write about the differences between the two texts. Ex. After reading to identify which incidents in a story or drama lead to subsequent incidents, write about those incidents. Ex. After reading two stories, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters and people in the two texts and what is the same, and then having converted the Venn diagram into an outline via the software, expand the notes as a comparison passage.</p> <p>Level II AA Students will: EEW.8.9.a. aApply Essential Elements of Grade 8 Reading Standards to literature (e.g., “Compare or contrast themes, patterns of events, or characters across two or more stories or dramas.”). Ex. After reading to compare and contrast two stories with the teacher and a small group of peers, convert the graphic organizer they created in software into a text- based outline and expand on the words to write about the ways the books are the same and different. Ex. After reading a story and a topically related history text, with teacher guidance and support, complete notes in a Venn Diagram in graphic organizer software, listing what is unique to characters in a fictional text and people in a topically related nonfiction text and what is the same, and then, with teacher guidance, turning the notes into sentences comparing the two.</p> <p>Level I AA Students will: EEW.8.9.a., Participate in shared writing activities that apply Essential Elements of Grade 8 Reading Standards to literature matching a story to a graphic. Ex. Working with a teacher and a small group of peers, use a sequenced message voice output device to direct peers (e.g., How were they the same? Did you write it?) in asking questions to support their writing about the ways the two texts are the same and different and answer yes or no questions from the teacher about whether they agree with what the students write.</p>
<p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p>EEW.8.9.b. Apply Essential Elements of Grade 8 Reading Standards to informational text (e.g., “Determine whether claims in a text are fact or opinion and identify evidence to support the facts.”).</p>	<p>Level IV AA Students will: EEW.8.9.b. Apply Essential Elements of Grade 8 Reading Standards to informational text (e.g., “Determine whether claims in a text are fact or opinion and identify evidence to support facts.”). Ex. Read a text to determine which claims are fact and then make a list of those facts from the text. Ex. Read a book to determine the author’s point of view and then write about it including evidence from the text.</p> <p>Level III AA Students will: EEW.8.9.b. Apply Essential Elements of Grade 8 Reading Standards to informational text (e.g., “Determine whether claims in a text are fact or opinion.”). Ex. Read a text to determine which claims are fact and then make a list of those facts. Ex. Read a book to determine the author’s point of view and then write about it.</p> <p>Level II AA Students will: EEW.8.9.b. Apply Essential Elements of Grade 8 Reading Standards to informational text (e.g., “Determine whether claims in a text are facts). Ex. Read a text with the teacher and a small group to determine which claims are fact and then work with the group to write a list of those facts. Ex. After reading a book with an adult to determine the author’s point of view, discuss the point of view and write about the facts from the conversation while the teacher helps the student recall the facts.</p> <p>Level I AA Students will: EEW.8.9.b. Participate in group writing activities applying Essential Elements of Grade 8 Reading Standards to informational text (e.g., “Determine whether claims in a text are fact or opinion.”). Ex. Use voice output communication devices to interact with peers during collaborative writing projects. Ex. Use a preprogrammed alternative keyboard and alphabet access to contribute to a small group writing project.</p>
<p>Range of Writing.</p> <p>W.8.10. Write routinely over extended time frames (time for research,</p>	<p>EEW.8.10. Write routinely over extended time frames (research, reflection, and revision).</p>	<p>Level IV AA Students will: EEW.8.10. Write routinely over extended time frames (research, reflection, and revision). Ex. Keep a daily journal for 5 minute writings.</p>

<p>reflection, and revision) and shorter time frames (a single sitting or a day or two).</p>		<p>Level III AA Students will: EEW.8.10. Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to the principal about an upcoming event. Ex. Write a short research report for social studies class.</p> <p>Level II AA Students will: EEW.8.10. Write routinely for a variety for one minute of tasks, purposes, and audiences. Ex. Using word prediction software on the computer and teacher feedback, write a note to the school principal about an upcoming event. Ex. Using word prediction software and a set of criteria, complete a short research report. Ex. With guidance and support, write labels to go with a display for a group research project.</p> <p>Level I AA Students will: EEW.8.10. Communicate routinely in ways that are linked to writing for a variety of purposes and audiences. Ex. After shared reading of an informational passage and repeating a word or phrase from the passage, use a multiple message voice output device and models from an adult communication partner to make comments during group writing projects which are written on a comments page and read aloud to the student by a peer. Ex. After shared reading of an informational passage and nodding to agree when the teacher repeats a statement from the passage, use a multiple message voice output device with a peer who helps navigate to the appropriate page to give feedback to peers who are sharing their writing. This feedback is written by peers on their drafts and read aloud to the student.</p>
<p>Speaking and Listening</p>		
<p>Comprehension and Collaboration.</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>EESL.8.1. Come to discussions with self- created materials or supports to use in sharing information.</p> <p>a. Come to discussions prepared to share information previously studied.</p>	<p>Level IV AA Students will: EESL.8.1.a. Come to discussions with self- created materials or supports to use in sharing information. Ex. Program information into a multiple message voice output device for use in discussion and opens page with messages as discussion begins. Ex. Prepare note cards with pictures and words to use during a discussion.</p> <p>Level III AA Students will: EESL.8.1.a. Come to discussions prepared to share information. Ex. Practice preprogrammed messages in a multiple message voice output device for use in discussion. Ex. Preview a discussion study guide prior to the discussion.</p> <p>Level II AA Students will: EESL.8.1.a. Prepare for discussions. Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about . . .). Ex. Prepare for a discussion about a science topic by watching a video on the topic prior to the discussion.</p> <p>Level I AA Students will: EESL.8.1.a. Participate in discussions. Ex. Respond to others when addressed. Ex. Use a switch/step-by-step or symbols to make comments to others during discussions.</p>

<p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>EESL.8.1.b Follow simple rules and carry out roles during discussions.</p>	<p>Level IV AA Students will: EESL.8.1.b. Follow simple rules and carry out assigned roles during discussions. Ex. Lead discussion on an assigned topic by beginning the discussion and waiting for others to respond before adding more. Ex. Report on information requested by the group when the group leader requests the information and respond to follow-up questions when asked.</p> <p>Level III AA Students will: EESL.8.1.b. Follow simple rules and participate during discussions. Ex. Present facts about the content being discussed when called on. Ex. When assigned the role of clarifier, prepare questions (e.g., “Why do you think that is so?”) and ask them after another speaker completes a point to seek clarifying information. Ex. When assigned the role of leader, use a preprogrammed message to begin the discussion and then keep the discussion going with other preprogrammed continuing messages.</p> <p>Level II AA Students will: EESL.8.1.b. Follow simple rules for discussions. Ex. Listen to others during discussion without interrupting. Ex. Given a visual cue to wait, wait for others to finish speaking and for the visual cue to be replaced with a cue for your turn before adding prepared comments.</p> <p>Level I AA Students will: EESL.8.1.b. Respond appropriately when addressed. Ex. When spoken to respond correctly. Ex. Use a preprogrammed, single message voice output device to contribute a prepared comment during a group discussion.</p>
<p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>EESL.8.1.c-d. Respond to others’ questions and comments by answering questions regarding content.</p>	<p>Level IV AA Students will: EESL.8.1.c-d. Respond to others’ questions and comments by asking and answering questions regarding content. Ex. Ask and answer questions related to a topic. Ex. Tell purpose of conversation/story.</p> <p>Level III AA Students will: EESL.8.1.c-d. Respond to others’ questions and comments by answering questions regarding content. Ex. After attending an assembly, answer questions. Ex. During a presentation by a police officer, discuss the duties of a police officer (e.g., keep safe).</p> <p>Level II AA Students will: EESL.8.1.c-d. Respond to information presented by an unfamiliar person. Ex. Answer questions to complete an assigned task. Ex. Using voice, eye gaze to two or three symbols, or a multi-message communication system, respond when asked what student thought of a speaker’s presentation (e.g., “I liked it,” “Boring,” “Funny,” “Interesting”).</p> <p>Level I AA Students will: EESL.8.1.c-d. Respond to information presented by a familiar person others. Ex. Clap when the speaker is finished. Ex. Move head to follow the speaker when he or she moves around during presentation.</p>
<p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually,</p>	<p>EESL.8.2. Relate information to its purpose as presented in graphical, oral, visual, or multimodal formats</p>	<p>Level IV AA Students will: EESL.8.2. Relate information to its purpose as presented in graphical, oral, visual, or multimodal formats. Ex. State the purpose of an informational video (e.g., “Teach us about lions.”) and relate information (e.g., “Lions not many. No place to live.”). Ex. State the purpose of a graph (e.g., “Shows you what kids like to wear most.”) and relate information (e.g., “Kids buy backpacks happy colors.”). Ex. Use a multiple message voice output device to state the purpose of a presentation by a visitor (e.g., “Tell about work in city.”) and relate information (e.g., “Know what jobs.”).</p>

<p>quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>		<p>Level III AA Students will: EESL.8.2. Describe the purpose of information presented in graphical, oral, visual, or multimodal formats. Ex. State the purpose of an informational video (e.g., “Teach us about lions.”). Ex. State the purpose of a graph (e.g., “Shows you what kids like to wear most.”). Ex. Use a multiple message voice output device to state the purpose of a presentation by a visitor (e.g., “Tell about work in city.”).</p> <p>Level II AA Students will: EESL.8.2. Identify the topic of information presented in oral, visual, or multimodal formats. Ex. State the topic of an information video (e.g., “lions”). Ex. State the topic of a graph (e.g., “things kids wear”). Ex. Use a multiple message voice output device to state the topic of a presentation by a visitor (e.g., “work”).</p> <p>Level I AA Students will: EESL.8.2. Identify one detail or fact from information presented in oral, visual, or multimodal formats. Ex. After watching an informational video, select from an array of choices a picture that reflects one detail or fact from the video. Ex. After viewing and discussing a graph of things students like to wear the most, select a garment from a display of garments when asked, “What did the students like to wear?”</p>
<p>SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>EESL.8.3. Determines which claims in an oral presentation are fact and which are opinion</p>	<p>Level IV AA Students will: EESL.8.3. Determines which claims in an oral presentation are fact and which are opinion. Ex. After listening to an oral presentation and being provided with a list of claims from the presentation, sort them into two groups: facts and opinions. Ex. After viewing a video of an oral presentation once, watch again and when the teacher stops the video after each claim, determine if the claim is fact or opinion.</p> <p>Level III AA Students will: EESL.8.3. Determine whether claims in an oral presentation are fact or opinion. Ex. Restate a claim made by the presenter and tell if it is true or not (e.g., “He said frogs catch flies with their tongues. Fact! My frog eats flies.”). Ex. After listening to an oral presentation and being presented with two claims from the presentation, indicate which is fact and which is opinion.</p> <p>Level II AA Students will: EESL.8.3. Determine whether a single claim made by a speaker is fact or opinion. Ex. During a conversation about a book, indicate whether a peer’s comment is fact or opinion (e.g., A peer says, “That was the best book ever!” When asked, the student can indicate if the statement is fact or opinion.). Ex. After morning announcements, when the teacher writes one of the statements that was made on the board (e.g., “The boys won the track meet.”), indicate if the statement is fact or opinion.</p> <p>Level I AA Students will: EESL.8.3. State own opinion on a topic. Ex. After listening to an oral presentation, select a symbol to indicate whether it was a good or bad presentation. Ex. After listening to an oral presentation, give a thumbs- up or thumbs- down to indicate whether it was a good or bad presentation.</p>
<p>Presentation of Knowledge and Ideas.</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence,</p>	<p>EESL.8.4. Present findings including multiple relevant details.</p>	<p>Level IV AA Students will: EESL.8.4. Present findings including multiple relevant details to support claims. Ex. Use presentation software to present information from an inquiry project including general findings (e.g., Siberian tigers are the largest animals in the cat family.) and specific details (e.g., They weigh up to 1,000 lbs. and grow as long as 13 ft.). Ex. Present findings from a science experiment (e.g., Hot things make cold things warm.) including details (e.g., The hot brick stayed hot and the cold pack got warm.).</p> <p>Level III AA Students will: EESL.8.4. Present findings including two relevant details. Ex. Present findings from a science experiment (e.g., The cold pack got warm.) including details (e.g., The hot brick stayed hot.).</p>

<p>sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>		<p>Ex. After reading a book to learn about an assigned topic, present information from the book including relevant details.</p> <p>Level II AA Students will: EESL.8.4. Present findings. Ex. Presents findings from a science experiment (e.g., The cold pack got warm.). Ex. Choose from several choices about the findings of an experiment (e.g., one finding and two details) and present findings. Ex. After viewing a video about an assigned topic for the purpose of learning two key ideas, present findings.</p> <p>Level I AA Students will: EESL.8.4., Present findings from a group project. Ex. Given a presentation including the findings from a group project, the student uses a switch to the advance through the slides when prompted. Ex. Use a sequenced message device to present findings from a group project one detail at a time.</p>
<p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>EESL.8.5. Create a presentation with multimedia and visual information integrated throughout.</p>	<p>Level IV AA Students will: EESL.8.5. Create a presentation with multimedia and visual information integrated throughout. Ex. After reading and viewing information about a topic, create a presentation that includes important information integrated with pictures, sounds, and other multimedia elements. Ex. Create a display to present information on a topic that includes text, illustrations, pictures, and sounds.</p> <p>Level III AA Students will: EESL.8.5. Integrate multimedia and visual information into presentations. Ex. Given a presentation on a familiar topic, select pictures and sounds to include and select the place where they will fit in the presentation. Ex. Given the text of a presentation displayed on an interactive whiteboard and a palette of clip art images, select images and place them into the presentation.</p> <p>Level II AA Students will: EESL.8.5. Select visuals and other multimedia elements to include in a presentation. Ex. Given an array of pictures, select pictures to include in a presentation. Ex. Given a selection of sound clips, select the sounds to include in a presentation.</p> <p>Level I AA Students will: EESL.8.5. Select a visual or other multimedia element to include in a group presentation. Ex. Given a presentation created by a small group of peers and an array of possible visual supports identified by peers, select a visual to include in the presentation. Ex. Given a presentation created by a group of peers and two possible sound effects to include, select a sound effect.</p>
<p>Language</p>		
<p>Conventions of Standard English.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals</p>	<p>EEL.8.1. Demonstrate conventions of standard English grammar when writing or communicating.</p> <p>a. N/A</p>	

(gerunds, participles, infinitives) in general and their functions in particular sentences.		
b. Form and use verbs in the active and passive voice.	EEL.8.1.b. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).	<p>Level IV AA Students will: EEL.8.1.b. Write using the simple regular and irregular verb tenses (e.g., I eat, I ate, I am eating). Ex. Given a model of text with multiple forms of one verb (Look at me run. Yesterday I ran. Tomorrow I will go running. Do you like to run?) The student writes own book using another verb (Look at me eat. Yesterday I ate. Tomorrow I will be eating. Do you like to eat?).</p> <p>Level III AA Students will: EEL.8.1.b. Write using the simple verb tenses (e.g., I walked, I walk, I will walk). Ex. In reviewing the day’s schedule, the student reports, “I did reading, I went to P.E., I ate snack, etc.</p> <p>Level II AA Students will: EEL.8.1.b. Use past tense verbs when writing or communicating. Ex. Write captions for photos showing an activity the class did identifying the action in the photo (e.g., saw movie, danced to music, cooked pizza, worked).</p> <p>Level I AA Students will: EEL.8.1.b. Demonstrate understanding of common verbs. Ex. Look when asked to look. Ex. Push the cart when asked to push it.</p>
c..	EEL.8.1.c. N/A	
d. Recognize and correct inappropriate shifts in verb voice and mood.*[sic]	EEL.8.1.d. Use matching forms and tenses of nouns and verbs.	<p>Level IV AA Students will: EEL.8.1.d. Use matching forms and tenses of nouns and verbs. Ex. Combine two sentences that require changes to nouns and/or verbs when combined (e.g., I am going. You are going. We are going.).</p> <p>Level III AA Students will: EEL.8.1.d. Use appropriate verbs to match nouns. Ex. Use appropriate forms of is and are when describing self and others.</p> <p>Level II AA Students will: EEL.8.1.d. Combine verb + noun in writing or communication. Ex. Communicate using a noun and verb (e.g., man go, Sally stay). Ex. Communicate a desired activity using a noun and verb (e.g., play ball, make cake).</p> <p>Level I AA Students will: EEL.8.1.d. Demonstrate understanding of common verbs. Ex. Follow verbal commands (e.g., sit, go, and stay).</p>
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation	EEL.8.2. Use end punctuation and capitalization when writing text with multiple sentences a. Use end punctuation and capitalization when writing	<p>Level IV AA Students will: EEL.8.2.a. Use end punctuation and capitalization when writing text with multiple sentences. Ex. When writing a journal entry, starts each sentence with a capital and ends each sentence appropriately with a period. Ex. Writes a short story and uses correct ending punctuation and capitalization throughout.</p> <p>Level III AA Students will: EEL.8.2.a. Use end punctuation and capitalization when writing a sentence or question. Ex. Writes as single sentence about an observation during science class and uses a capital letter to start and a period correctly at the end of the sentence. Ex. Writes a note to a friend including the question, “John, will you go?” Capitalizing the friend’s name, first word, and using a question mark correctly.</p>

<p>(comma, ellipsis, dash) to indicate a pause or break.</p>	<p>a sentence or question.</p>	<p>Level II AA Students will: EEL.8.2.a. Use a period to end a sentence and capitalize the first word. Ex. When participating in shared writing, remind the teacher to start with a capital and end the sentence with a period.</p> <p>Level I AA Students will: EEL.8.2.a. Participate in shared writing of sentences. Ex. Make a choice from two items to complete a sentence during shared writing.</p>
<p>b..</p>	<p>EEL.8.2.b. N/A</p>	
<p>c. Spell correctly.</p>	<p>EEL.8.2.c. Spell two-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p>	<p>Level IV AA Students will: EEL.8.2.c. Spell two-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. Ex. Write a short story, use correct spelling for most words, and use complete phonetic spellings for words with two or more syllables.</p> <p>Level III AA Students will: EEL.8.2.c. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. Ex. Spell words phonetically when writing simple sentences.</p> <p>Level II AA Students will: EEL.8.2.c. Student spells common sight words correctly. Ex. During shared writing the teacher asks, "Who can help me spell can?" and the student replies, c-a-n. Ex. In own writing, student spells common sight words correctly including words like: is, the, in, at, can, on.</p> <p>Level I AA Students will: EEL.8.2.c. Demonstrate awareness of letters and words. Ex. Points to letters on a bulletin board in the hallway when asked, "Where are the letters?" Ex. Points to text when asked to show me the words to read in a book.</p>
<p>Knowledge of Language.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state</p>	<p>EEL.8.3.a</p> <p>Use to-be verbs accurately when writing and communicating multiple thoughts or ideas.</p> <p>a. Use to-be verbs (am, are, is, was, were, be, become, became)</p>	<p>Level IV AA Students will: EEL.8.3.a. Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating multiple thoughts or ideas.</p> <p>Level III AA Students will: EEL.8.3.a. Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating. Ex. Shift from "I am" to "we are" when talking an upcoming event. Ex. Write in journal about own feelings I am and those of friends he is or he was.</p> <p>Level II AA Students will: EEL.8.3.a. Uses I am and I was accurately when writing and communicating. Ex. Reports on emotions saying, "I am happy." Ex. Write "I was scared" when writing about a movie they watched.</p> <p>Level I AA Students will: EEL.8.3.a. Demonstrates understanding of common verbs. Ex. Respond when asked a question using a common verb (e.g., "Do you want to go? Are you ready?"). Ex. Point to a picture that depicts a common verb (e.g., "Show me run.").</p>

contrary to fact).		
<p>Vocabulary Acquisition and Use.</p> <p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence).</p>	<p>EEL.8.4. Use context to determine the meaning of a new word.</p> <p>a. Use context to identify which word in an array of content-related words is missing from a sentence.</p>	<p>Level IV AA Students will: EEL.8.4.a. Use context to determine the meaning of a new word. Ex. Given a sentence with an underlined word, replace the underlined word with another word that has the same meaning.</p> <p>Level III AA Students will: EEL.8.4.a. Use context to identify which word in an array of content-related words is missing from a sentence. Ex. Complete a maze task by using context to fill in missing words.</p> <p>Level II AA Students will: EEL.8.4.a. Match vocabulary to meaning. Ex. Match a word to its meaning. Ex. Match a picture to word.</p> <p>Level I AA Students will: EEL.8.4.a. Demonstrate an understanding of the meaning of common words. Ex. Identify an object named by an adult.</p>
b.	EEL.8.4.b. N/A	
<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>EEL.8.4.c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</p>	<p>Level IV AA Students will: EEL.8.4.c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word. Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning. Ex. Look up an unfamiliar word in a primary dictionary to check the meaning. Ex. Use resources to find meaning of unfamiliar words.</p> <p>Level III AA Students will: EEL.8.4.c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. Ex. While reading, the student points to an unfamiliar word and asks, "What's that?" Ex. Use a bulletin board created by a teacher to clarify meaning of an unfamiliar word encountered while reading.</p> <p>Level II AA Students will: EEL.8.4.c. Recognize a new word when encountered while reading or communicating. Ex. While reading with a teacher, point to a word indicating that it is the new word they just learned.</p> <p>Level I AA Students will: EEL.8.4.c. Asks for help when needed. Ex. Indicates need for help by raising hand, hitting switch, etc. Ex. Use a switch to indicate understanding when asked, "Do you understand?" or "Do you have any questions?" Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.</p>
<p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of</p>	<p>EEL.8.5. Uses multiple meaning words.</p> <p>a. Demonstrate understanding of the use of multiple meaning words.</p>	<p>Level IV AA Students will: EEL.8.5.a. Uses multiple meaning words. Ex. Use words in a communication device to convey multiple meanings (e.g., uses cool to comment on the temperature and the shirt someone is wearing).</p> <p>Level III AA Students will: EEL.8.5.a. Demonstrate understanding of the use of multiple meaning words. Ex. Given an array of choices, point to a second meaning of a word when the first meaning is provided (e.g., draw the curtains). Ex. Describe meaning of sentences that use multiple meaning words in two ways (e.g., I had a fit when my shoes didn't fit.).</p>

<p>speech (e.g., verbal irony, puns) in context.</p>		<p>Level II AA Students will: EEL.8.5.a. Demonstrate understanding of common idioms that include multiple meaning words. Ex. Given an array of choices, demonstrate the literal meaning of common idioms such as we're cool or you bet.</p> <p>Level I AA Students will: EEL.8.5.a. Respond to a common idiom used by a peer. Ex. Smile when a peer or teacher says, "We're cool" to indicate a positive reaction.</p>
<p>b. Use the relationship between particular words to better understand each of the words.</p>	<p>EEL.8.5.b. Use compound and complex words when writing and communicating.</p>	<p>Level IV AA Students will: EEL.8.5.b. Use compound and complex words when writing and communicating. Ex. Write a response to a reading selection that includes some compound or complex words.</p> <p>Level III AA Students will: EEL.8.5.b. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household). Ex. Identify a picture that depicts the meaning of a compound or complex word.</p> <p>Level II AA Students will: EEL.8.5.b. Use knowledge of common words to understand the meaning of compound words. Ex. Identify the common word(s) that is part of a compound word.</p> <p>Level I AA Students will: EEL.8.5.b. Demonstrate understanding of single- syllable words that comprise compound words. Ex. Identify a picture or other symbolic representation of a bird or house. Ex. Demonstrate understanding of such words as walk (walkway), run (runway), and hand (handstand) using actions and gestures.</p>
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>EEL.8.5.c. Use a variety of descriptive words to add meaning when writing and communicating.</p>	<p>Level IV AA Students will: EEL.8.5.c. Use a variety of descriptive words to add meaning when writing and communicating. Ex. Uses more than one adjective when providing a description of an event. Ex. Given an array of adjectives, select several to use in adding more meaning to a writing assignment that is being revised.</p> <p>Level III AA Students will: EEL.8.5.c. Use descriptive words to add meaning when writing and communicating. Ex. Write simple sentences that include adjectives to describe pictures. Ex. Add a descriptive word to a sentence to enhance the meaning while completing a writing assignment.</p> <p>Level II AA Students will: EEL.8.5.c. With support to identify where descriptive words could be used, add them to writing and communication. Ex. After writing a simple sentence, an adult shows the student where an adjective could be inserted and the student selects the word to insert. Ex. During a shared writing activity, the teacher writes a sentence leaving a blank where an adjective could be inserted and the student selects an adjective to insert.</p> <p>Level I AA Students will: EEL.8.5.c. With support to identify descriptive words. Ex. Asked, "What color is this ball?," respond "red." Ex. Asked, "How would you describe the girl in the story? Tall or short?" answers consistent with story.</p>
<p>L.8.6. Acquire and use accurately grade-appropriate general academic and</p>	<p>EEL.8.6. Acquire and use general academic and domain-specific words and</p>	<p>Level IV AA Students will: EEL.8.6. Acquire and use general academic and domain- specific words and phrases. Ex. Describe the elements on a map using the legend as needed. Ex. Describe steps in writing (e.g., draft, revise).</p>

<p>domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>phrases.</p>	<p>Level III AA Students will: EEL.8.6. Acquire and use general academic and domain- specific words and phrases. Ex. When asked questions like, “What do you learn in science?,” respond, “magnet.” Ex. In an end- of- day writing wrap- up, list words and phrases learned during the day.</p> <p>Level II AA Students will: EEL.8.6. Recognize an academic and domain- specific word. Ex. Use the word calculator or ruler correctly.</p> <p>Level I AA Students will: EEL.8.6. Respond to an academic or domain- specific word. Ex. Use switches or symbols to respond to words from science (e.g., plant, animal). Ex. After the teacher uses objects to teach new vocabulary to the class, respond to objects from science or social studies when asked.</p>
---	------------------------	--

DRAFT

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR NINTH-TWELFTH
English Language Arts Standards for Ninth-Twelfth Grades:

CCSS Grade-Level Clusters	Common Core Essential Elements	Instructional Achievement Level Descriptor
Reading (Literature)		
<p>Key Ideas and Details. RL.9-12.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>EERL9-12.1. Cite details from text to support the answers to literal or inferential questions.</p>	<p>Level IV AA Students will: EERL. 9-12.1. Cite details from text to support the answers to literal or inferential questions. <i>Ex.</i> Highlight the text to mark what it says explicitly in one color and use a second color to highlight the text that supports an inference drawn from the text.</p> <p>Level III AA Students will: EERL. 9-12.1. Cite details from text to support the answers to literal questions. <i>Ex.</i> After a discussion of the text, determine which of several pieces of evidence selected by the teacher best support what the text says explicitly.</p> <p>Level II AA Students will: EERL9-12.1. Identify details that are stated in a text. <i>Ex.</i> After the teacher reads two or three pieces of evidence from the text, identify which tells what the main character did to solve his problem. <i>Ex.</i> Given a statement of what the text says explicitly, find the citation in a teacher-selected portion of the text.</p> <p>Level I AA Students will: EERL. 9-12.1. Select a detail that is stated in the text. <i>Ex.</i> Given a choice of two pieces of evidence, decide which one comes from the text. <i>Ex.</i> Uses “yes” or “no” to indicate if evidence is from a text or not.</p>
<p>RL.9-12.2 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.</p>	<p>EERL9-12.2. Summarize text including a description of the central idea(s), and support with details.</p>	<p>Level IV AA Students will: EERL. 9-12.2. Summarize text including a description of the central idea(s), and support with details.</p> <p>Level III AA Students will: EERL. 9-12.2. Identify the central idea of a text and support it with main events or details; recount the text. <i>Ex.</i> Identify the main idea of the story and identify two details related to the main idea, then recount the text. <i>Ex.</i> Given a text projected on the interactive whiteboard, the student will identify the best central idea statement and then highlight details that relate to it. The student will use the result to support a recounting of the projected text. <i>Ex.</i> Sort a list of story-related details and central idea statements into the appropriate groups.</p> <p>Level II AA Students will: EERL9-12.2. Sequence main events in relation to a stated theme. <i>Ex.</i> Given a stated theme and three story details, place in order of occurrence in the text.</p> <p>Level I AA Students will: EERL9-12.2 Identify details from a text. <i>Ex.</i> Highlight details in a story projected on an interactive whiteboard. <i>Ex.</i> Select details that relate to a text, given a list of details.</p>
<p>RL.9-12.3 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.</p>	<p>EERL9-12.3 Describe how characters develop and interact with other characters</p>	<p>Level IV AA Students will: EERL. 9-12.3 Describe how characters develop and interact with other characters. <i>Ex.</i> Chart interactions between characters that lead to changes in a character’s behavior. <i>Ex.</i> Describe how the main character (e.g., Juliet in Romeo and Juliet) develops throughout the story (e.g., she wants freedom, independence, accepts death) and how interactions with other characters (e.g., the Montagues) impact the change.</p>

		<p>Level III AA Students will: EERL. 9-12.3 Describe interactions between characters. <i>Ex.</i> Select a word(s) to describe how two characters interact, (e.g., Tom and Alex support one another). <i>Ex.</i> Select a word(s) to describe what one character did in response to another's action (e.g., "What did Tom do when Alex ran away?").</p> <p>Level II AA Students will: EERL. 9-12.3 Identify the things characters do when they interact. <i>Ex.</i> Given three choices, identify what two characters in a story do when they are together (e.g., Tom and Alex get into trouble together.).</p> <p>Level I AA Students will: EERL. 9-12.3 Identify words that describe characters. <i>Ex.</i> From a choice of descriptive words, choose one that describes a character, (e.g., "Was Tom tall or short?").</p>
<p>Craft and Structure RL.9-12.4 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).</p>	<p>EERL9-12.4 Determine the meaning of words and phrases as they are used in a text, including both common analogies and figures of speech.</p>	<p>Level IV AA Students will: EERL. 9-12.4. Determine the meaning of words and phrases as they are used in a text, including both common analogies and figures of speech. <i>EX.</i> Locate two figures of speech in the text and explain.</p> <p>Level III AA Students will: EERL. 9-12.4 Determine the meaning of words or phrases based on how they are used in a text. <i>Ex.</i> Given a figure of speech used in a story and three choices, determine the correct meaning of the figure of speech as it is used in the text (e.g., As old as time is an a figure of speech meaning really old.).</p> <p>Level II AA Students will: EERL9-12.1.4 Identify the meaning of words used in a text. <i>Ex.</i> Identify the definition of a word that matches the way it was used in the text (e.g., Select from a short list of synonyms a word that matches the meaning of a word used in the text.). <i>Ex.</i> Determine which illustration best reflects the meaning of a word as it is used in a text.</p> <p>Level I AA Students will: EERL. 9-12.4 Match pictures to words or phrases based on how they are used in a text <i>Ex.</i> Point to a picture that depicts the meaning of a word as it was used in a story.</p>
<p>RL.9-12.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>EERL9-12.5 Summarize the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks) and state how this helps create the helps set the tone of the text</p>	<p>Level IV AA Students will: EERL. 9-12.5 Summarize the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks) and state how this helps create the helps set the tone of the text. <i>Ex.</i> Given several events in a story, arrange the events in the order they actually happened as opposed to the order they were told by the author and match it to the tone of the text.</p> <p>Level III AA Students will: EERL. 9-12.5 Determine the sequence of four or more events in a story or drama. <i>Ex.</i> Given four or more events in a story, arrange the events in the correct order. <i>Ex.</i> Arrange sentence strips to show at least four events in correct sequence from a story.</p> <p>Level II AA Students will: EERL9-12.5 Identify beginning, middle, and end of a text with a clear sequence. <i>Ex.</i> Given three events from a story, determine which happened in the beginning, middle, and end. <i>Ex.</i> Complete a graphic organizer that shows the events that happened at the beginning, middle, and end of a story.</p> <p>Level I AA Students will: EERL. 9-12.5 Identify events from a story. <i>Ex.</i> Given a list of events, identify events that occurred in the story. <i>Ex.</i> Use a switch to confirm whether each event presented was or was not in the story as the teacher reads each event and asks, "Was this in the story?"</p>

<p>RL.9-12.6 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.</p>	<p>EERL9-12.6 Compare and contrast the cultural experiences of characters in a story or drama from outside the U.S. with personal experience</p>	<p>Level IV AA Students will: EERL. 9-12.6 Compare and contrast the cultural experiences of characters in a story or drama from outside the U.S. with personal experience. <i>Ex.</i> After reading a story about a boy or girl in another county (e.g., <i>Kite Runner</i>), compare and contrast the life of the character with one’s own life.</p> <p>Level III AA Students will: EERL. 9-12.6 Connect the cultural experiences of characters in a story or drama from outside the U.S. with personal experience. <i>Ex.</i> Connect an experience of the character in the story from another culture to an experience of the student, (e.g., “Have you ever been to the beach? How was it like what Jesse in the story saw at the beach?”). <i>Ex.</i> Connect an experience of a character to a personal experience of the student.</p> <p>Level II AA Students will: EERL9-12.6 Identify the cultural experiences of a character in a story or drama from outside the U.S. <i>Ex.</i> With the text projected on an interactive whiteboard, highlight all of the sentences that tell about the character’s experiences. <i>Ex.</i> Given a list of experiences, identify those that the character in the book experienced.</p> <p>Level I AA Students will: EERL. 9-12.6 Name a specific cultural experience in a story or drama from outside the U.S. <i>Ex.</i> Identify a character on a video, in a book, or in a magazine story or drama from outside the U.S. who is doing something familiar.</p>
<p>Integration of Knowledge and Ideas RL.9-12.7Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</p>	<p>EERL9-12.7 7 Compare and contrast the representation of a subject or key scene in two different artistic mediums (e.g., play, book, movie adaptation.)</p>	<p>Level IV AA Students will: EERL. 9-12.7 Compare and contrast the representation of a subject or key scene in two different artistic mediums (e.g., play, book, movie adaptation.) <i>Ex.</i> Compare and contrast Scene III in <i>Julius Caesar</i> as represented in the written play vs. a movie adaptation. <i>Ex.</i> Compare and contrast a video cartoon to a comic book containing the same story (e.g., “What is the same?” and “What is different?”).</p> <p>Level III AA Students will: EERL. 9-12.7 Compare the representation of a subject or key scene in two different artistic mediums (e.g., poetry and illustration). <i>Ex.</i> Compare a video cartoon to a comic book containing the same story (e.g., “What is the same?”). <i>Ex.</i> Compare an illustration with the accompanying poem in <i>The Road Not Taken</i></p> <p>Level II AA Students will: EERL9-12.7 Match text with illustrations that represent them. <i>Ex.</i> Given a selection of illustrations from <i>Alice in Wonderland</i> match them to the text</p> <p>Level I AA Students will: EERL. 9-12.7 Name a related medium that depicts the topic of a text. <i>Ex.</i> Given three examples, name the pair that are related</p>
<p>RL.9-12.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme).</p>	<p>EERL9-12.9 . Determine how an author has drawn upon or included references to another text</p>	<p>Level IV AA Students will: EERL. 9-12.9 EERL.9-12.9. Determine how an author has drawn upon or included references to another text. <i>Ex.</i> Relate information from a previous book in a series to a later book in the same series. <i>Ex.</i> Relate how information from one author’s text is found in another author’s text.</p> <p>Level III AA Students will: EERL.9-12.9. Identify when an author references one text to another text. <i>Ex.</i> Identify when information from a previous book in a series is referenced in a later book in the same series. <i>Ex.</i> Relate how information from one author’s text is found in another author’s text.</p> <p>Level II AA Students will: EERL.9-12.9. Identify parts of two texts that are similar. <i>Ex.</i> After reading two stories on similar topics, identify parts of the texts that are the same. <i>Ex.</i> Given two stories about the same character, identify parts of the texts that are the same.</p>

		<p>Level I AA Students will: EERL.9-12.9. Identify two books on the same topic. <i>Ex.</i> Given three books, two of which are about the same character with the name in the title, select the two that are about the same character. <i>Ex.</i> Shown three books, two of which are on the same topic (e.g., same words in both titles), select the two that are on the same topic.</p>
<p>Range of Reading and Level of Text Complexity RL.9-12.10.</p>	<p>EERL9-10.12 Read supported grade-level/age- appropriate, adapted literature materials*. *Refer to Common Core section entitled, “Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12.”</p>	<p>Level IV AA Students will: EERL. 9-12.10 Read grade-level/age-appropriate, adapted literature materials. <i>EX:</i> Read grade-level/age appropriate text using guided reading supports.</p> <p>Level III AA Students will: EERL. 9-12.10 Read supported grade-level/age- appropriate, adapted literature materials. <i>EX:</i> Read grade-level/age-appropriate graphic novels.</p> <p>Level II AA Students will: EERL9-12.10. Read or listen to supported grade-level/age- appropriate, adapted literature materials. <i>EX:</i> listen to an adapted version of a grade-level/age-appropriate text.</p> <p>Level I AA Students will: EERL. 9-12.10 Listen to supported grade-level/age- appropriate, adapted literature materials. <i>EX:</i> listen to a picture retelling of a supported grade-level/age-appropriate materials.</p>
Reading (Informational Text)		
<p>Key Ideas and Details.</p> <p>RI.9-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>EERI9-12.1 Cite textual evidence to draw inferences from the text</p>	<p>Level IV AA Students will: EERI. 9-12.1. Cite textual evidence to draw inferences from the text. <i>Ex.</i> Use a graphic organizer such as a two-column chart with the headings, “What I Know” and “Facts”. Fill in the graphic organizer by using examples from text of “Facts” (e.g., “Steps are numbered, if I do #3 before I do #2, I don’t have the pieces I need.”) that support an inference “What I Know” (e.g., need to do steps in order). <i>Ex.</i> While reading a historical text, infer what will happen next in the text using textual evidence to support the inference (e.g., The soldiers gathered on the battlefield supports an inference that there is going to be a fight).</p> <p>Level III AA Students will: EERI. 9-12.1 Determine which citations demonstrate what the text says explicitly as well as inferentially. <i>Ex.</i> Draw an inference about an informational text (e.g., It is important to know the weather to plan activities for the day.) and select two facts from a weather report that support the inference (e.g., The weather will be sunny in the morning but it will rain in the afternoon.). <i>Ex.</i> After reading a narrative on a march with Martin Luther King, select an inference from choices (e.g., The marchers did not want anyone to get hurt.) and choose a related fact stated in the text to support the inference (e.g., The people did not bring guns or clubs.).</p> <p>Level II AA Students will: EERI 9-12.1. Identify details that are stated in a text. <i>Ex.</i> Underline text that tells how a task should be completed. <i>Ex.</i> Given a statement of what the text says explicitly, find the citation in a teacher-selected portion of the text.</p> <p>Level I AA Students will: EERI. 9-12.1. Select a detail that is stated in the text. <i>Ex.</i> After shared reading of a familiar informational text, respond by nodding or using a switch to identify a statement read aloud as from a familiar informational text.</p>
<p>RI.9-12.2 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;</p>	<p>EERI 9-12.2. . Determine central and key ideas throughout the text and identify details that support them.</p>	<p>Level IV AA Students will: EERI. 9-12.2. Determine central and key ideas throughout the text and identify details that support them. <i>Ex.</i> After reading an excerpt of the I Have a Dream speech, identify more than one key idea that Martin Luther King dreamed. <i>Ex.</i> After reviewing a timeline of events that occurred during WWII with the teacher pointing out the key ideas from the timeline, identify more than</p>

<p>provide an objective summary of the text.</p>		<p>one key idea about the war.</p> <p>Level III AA Students will: EERI. 9-12.2 Determine the central idea of the text and select details that support it. <i>Ex.</i> Given an informational pamphlet, tell what it is about based on the title and select at least two details about the topic from the contents of the pamphlet. <i>Ex.</i> Given an instruction sheet, determine what it is about and select at least two important instructions from the contents.</p> <p>Level II AA Students will: EERI9-12.2. Retell details from the text. <i>Ex.</i> Provide at least two details about the text. <i>Ex.</i> Recall basic details from directions.</p> <p>Level I AA Students will: EERI9-12.2 Recognize a detail from text. <i>Ex.</i> Highlight a detail from a label – circle or point to the skull and crossbones. <i>Ex.</i> Given a sign (e.g., safety signs), point to an important detail.</p>
<p>Key Ideas and Details. RI.9-12.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>EERI 9-12.3 Explain connections among events, ideas, individuals or steps in historical, scientific or technical text.</p>	<p>Level IV AA Students will: EERI. 9-12.3 Explain connections among events, ideas, individuals or steps in historical, scientific or technical text. <i>Ex.</i> Determine the connection between an event and the event that directly preceded it (e.g., After studying Martin Luther King Jr., the students recognize that all of the marches that he led were for equal rights.). <i>Ex.</i> Determine the connection between an idea and what preceded it (e.g., after studying the American Revolution, students recognize that the American colonies wanted freedom from Great Britain and fought the British to get it.).</p> <p>Level III AA Students will: EERI. 9-12.3 Determine connections drawn between ideas or events in informational text. <i>Ex.</i> Use graphic organizers to show relationships in an informational text, (e.g., If I run a stop sign, I will get a ticket; If a person has a stomachache, call the doctor.).</p> <p>Level II AA Students will: EERI. 9-12.3 Identify steps, ideas or events in historical, scientific or technical text. <i>Ex.</i> Identify details from informational text to make decisions (e.g., use a weather forecast to decide clothing to wear that day). <i>Ex.</i> Given choices, recognize the relationship between information and events that follow, (e.g., “It was raining and the girl did not have an umbrella, she got wet. What should the girl do so she does not get wet?”).</p> <p>Level I AA Students will: EERI. 9-12.3 Identify information from a text. <i>Ex.</i> After listening to the teacher read a short informational text (e.g., rules for the swimming pool), use a switch to confirm whether a detail was in a text as the teacher reads and asks, “Did we just read that?”). <i>Ex.</i> After shared reading and discussion of an informational text, select from choices an illustration from the text (e.g., point to a picture of a bottle with an X across it from rules for the swimming pool).</p>
<p>Craft and Structure RI.9-12.4 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).</p>	<p>EERI 9-12. Explain figurative language and technical terms</p>	<p>Level IV AA Students will: EERI. 9-12.4 Explain figurative language and technical terms. <i>Ex.</i> Draw and label a picture of the water cycle <i>Ex.</i> Explain the literal and figurative meaning of, “You are what you eat.”</p> <p>Level III AA Students will: EERI. 9-12.4 Determine the meaning of words or phrases based on how they are used in a text. <i>Ex.</i> Make idiom books and write the real meaning (e.g. You’re driving me up a wall = you are making me crazy.) <i>Ex.</i> Given more than one meaning of key vocabulary words, select the one that best matches the reading passage.</p>

		<p>Level II AA Students will: EERI9-12.1.4 Identify the meaning of words used in a text <i>Ex.</i> Identify meaning of key words using context clues. <i>Ex.</i> Use a dictionary to look up the meaning of key words.</p> <p>Level I AA Students will: EERL. 9-12.4. Match pictures to words or phrases based on how they are used in a text. <i>Ex.</i> Name or point out words and phrases in an article <i>Ex.</i> Given a key word for an article, point to it in the article.</p>
<p>RI.9-12.5 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).</p>	<p>EERI9-12.5 Determine the author’s claims and identify which sentences support his or her claims.</p>	<p>Level IV AA Students will: EERI. 9-12.5 Determine the author’s claims and identify which sentences support his or her claims. <i>Ex.</i> Read or listen to a historical text, state the author’s claim and underline the sentences that tell about the author’s claim (e.g., After reading and discussing an excerpt of Franklin Roosevelt’s State of the Union address, students identify a claim Roosevelt makes and a sentence that supports the President’s claim.). <i>Ex.</i> Read or listen to a science text, select from choices what the author’s claim is and tell which sentences show this is what he or she thinks (e.g., sentences that tell about the author’s claim that we need better recycling programs).</p> <p>Level III AA Students will: EERI. 9-12.5 Determine which sentences in a text support the claims of the author. <i>Ex.</i> Using a passage projected on an interactive whiteboard, read or listen to and discuss with the teacher the claim made in the text; then highlight which sentences tell about the author’s claim. <i>Ex.</i> Read or listen to the text and tell which sentences tell about the author’s claim (e.g., that we need better recycling programs).</p> <p>Level II AA Students will: EERI9-12.5 Identify one detail from a text. <i>Ex.</i> After reading or listening to an article on a current event, points to a picture from an article that depicts a detail from the article and repeats the detail they heard or read. <i>Ex.</i> Read or listen to the text and tell which sentences tell a detail (e.g., The President came here.).</p> <p>Level I AA Students will: EERI. 9-12.5 Select a detail from the text. <i>Ex.</i> Given choices, identify a detail in response to “who” questions.</p>
<p>RI.9-12.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>EERI9-12.6 Determine an author’s purpose and point of view and identify an opposing point of view.</p>	<p>Level IV AA Students will: EERI. 9-12.6 Determine an author’s purpose and point of view and identify an opposing point of view. <i>Ex.</i> When presented with two texts on the same topic but different viewpoints, identify the author’s different perspectives. <i>Ex.</i> Given new sentences, determine if they support the author’s purpose or are opposite.</p> <p>Level III AA Students will: EERI. 9-12.6 Determine an author’s purpose or point of view. <i>Ex.</i> After reading an informational text, state the author’s purpose (e.g., After reading about a U.S. President, answer, “What is the author trying to tell you?,” say “good president”). <i>Ex.</i> After reading and discussing a science text, select from related and unrelated choices the purpose of the text (e.g., germs make you sick).</p> <p>Level II AA Students will: EERI9-12.6 Describe the point of view or purpose of a text. <i>Ex.</i> Refer to the manual for how to install a car stereo and determine if the purpose is to inform, persuade or entertain.</p> <p>Level I AA Students will: EERI. 9-12.6 State the author’s point of view. <i>Ex.</i> Read an article about gun laws and state if the author is for or against gun ownership.</p>

<p>Integration of Knowledge and Ideas RI.9-12.7 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.</p>	<p>EERI9-12.7 Explain the effect of the similarities and differences between print and multimedia presentations of a topic or idea.</p>	<p>Level IV AA Students will: EERI. 9-12.7 Explain the effect of the similarities and differences between print and multimedia presentations of a topic or idea. <i>Ex.</i> Compare a letter written by a subject to a section in a biography or news report telling about the same event (Martin Luther King's Letter from a Birmingham Jail). <i>Ex.</i> Describe similarity or differences between an informational text about a person and a painting, photograph, or film clip about them.</p> <p>Level III AA Students will: EERI. 9-12.7 Describe the key similarities between print and multimedia presentations of the same topic or idea. <i>Ex.</i> Tell what is the same in a biographical video about a person to a text or passage about the same person (e.g., "He was/is president.").</p> <p>Level II AA Students will: EERI9-12.7 Recognize key similarities and differences between print and multimedia presentations of the same topic or idea. <i>Ex.</i> Identify who two sources are about in a television commercial or brief video (YouTube) and a newspaper article about the same person. <i>Ex.</i> Given a newspaper article and shown two news reports, match the newspaper article to the same person that is presented in a news report.</p> <p>Level I AA Students will: EERI. 9-12.7. Name a key similarity between print and multimedia presentations of the same topic or idea. <i>Ex.</i> Recognize the topic of an electronic article when read aloud (e.g., about the president). <i>Ex.</i> Given an informational message, respond to the message (e.g., recognize a fire alarm's connection to a fire drill).</p>
<p>RI.9-12.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>EERI.9-12.8. Use evidence and statements to support an argument.</p>	<p>Level IV AA Students will: EERI.9-12.8. Use evidence and statements to support an argument. <i>Ex.</i> Ask and answer questions about whether key details support the central idea or claim of an author in the text.</p> <p>Level III AA Students will: EERI.9-12.8. Identify a statement that supports an argument. <i>Ex.</i> Given two statements related to an argument, select the one that supports the argument (e.g., select from "there is no red and green light" and "the street sign is a rectangle" to support "crossing the street in the middle of the block is dangerous"). <i>Ex.</i> After reading text about the president in which all of the statements are about the president except for one statement, identify the statement that is not about the president.</p> <p>Level II AA Students will: EERL.9-12.8. Identify a fact from a text. <i>Ex.</i> After two statements are read by the student or teacher, identify which is a fact versus which is an opinion using key words such as I think, I believe, I feel, (e.g., "The body needs food to live." versus "Some people think sugar is bad for you."). <i>Ex.</i> As statements are read by the teacher from a historical passage, identify which is a fact versus opinion using key words such as I think, I believe, I feel, (e.g., "Lincoln was president of the United States." Versus "Many believe he was a great man.").</p> <p>Level I AA Students will: EERI.9-12.8. Recognize that an event occurred. <i>Ex.</i> After the teacher reads a brief account of something that happened and discusses it, use a switch to indicate whether an event occurred in the passage (e.g., "Did this happen?").</p>
<p>RI.9-12.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>	<p>EERI9-12.9 Compare and contrast themes and purposes from U.S. documents of historical and literary significance.</p>	<p>Level IV AA Students will: EERI.9-12.9. Compare and contrast themes and purposes from U.S. documents of historical and literary significance. <i>Ex.</i> After reading or listening to <i>The Articles of Confederation</i> and <i>The Bill of Rights</i> create a Venn diagram to determine the similarities and differences between the two documents.</p> <p>Level III AA Students will: EERI.9-12.9. Describe similar themes or purposes from U.S. documents of historical and literary significance. <i>Ex.</i> After reading or listening to speeches by two famous people and discussing with the teacher what is the same about them, select from choices</p>

		<p>a concept that connects the two (e.g., two leaders making speeches on freedom). <i>Ex.</i> After reading and discussing with the teacher two historical speeches (e.g., Roosevelt’s Four Freedoms speech, King’s Letters from Birmingham Jail) and discussing key ideas from each and how they are related, tell how the two speeches are related (e.g., about being free).</p> <p>Level II AA Students will: EERI.9-12.9 Identify similar purposes from U.S. documents of historical and literary significance. <i>Ex.</i> Identify similarities of purpose in two separate State of the Union addresses.</p> <p>Level I AA Students will: EERI.9-12.9. Recognize an historical fact. <i>Ex.</i> Given historical non-fiction on presidents and asked, “Is this a fact? The president lives in the White House,” answers, “yes.”</p>
<p>Range of Reading and Level of Text Complexity RI.9-12.10.</p>	<p>EERI 9-12.10. Read supported grade-level/age- appropriate, adapted literature materials.* *Refer to Common Core section entitled, “Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12.”</p>	<p>Level IV AA Students will: EERL.9-12.10 Read grade-level/age-appropriate, adapted literature materials. <i>EX:</i> Read or listen to a grade-level/age-appropriate, adapted literature materials using guided reading techniques.</p> <p>Level III AA Students will: EERL.9-12.10 Read grade-level/age-appropriate, adapted literature materials. <i>EX:</i> Read or listen to a grade-level/age-appropriate, adapted literature materials using graphic novels.</p> <p>Level II AA Students will: EERL.9-12.10 Read grade-level/age-appropriate, adapted literature materials. <i>EX:</i> listen to a grade-level/age-appropriate, retelling of adapted literature materials using guided reading techniques.</p> <p>Level I AA Students will: EERL9-12.10 EERL.9-12.10 Read grade-level/age-appropriate, adapted literature materials. <i>EX:</i> Read or listen to a picture retelling of grade-level/age-appropriate adapted literature materials using guided reading techniques.</p>
<p>Writing</p>		
<p>Text Types and Purposes. W.9-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing b. Develop claim(s) and counterclaims fairly, c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and counterclaims. d. Establish and maintain a formal style and objective tone while e. Provide a concluding.</p>	<p>EEW9-12.1. Write an argument to support a claim that results from studying a topic or reading a text.</p>	<p>Level IV AA Students will: EEW.9-12.1 Write an argument to support a claim that results from studying a topic or reading a text which:</p> <ul style="list-style-type: none"> ○ States claim clearly. ○ States one opposing or counterclaim. ○ Support claim with two reasons or other relevant evidence drawn from the text when appropriate. ○ Uses complete, simple sentences, as well as simple compound sentences when appropriate. ○ Provides a closing or concluding statement. <p><i>Ex.</i> Write an argument to support claims with clear reasons or evidence and introduce alternate or opposing claims. <i>Ex.</i> Write a claim about the class election (e.g., Joe is the best) and an argument to support the claim (e.g., he is a friend) and a reason (e.g., he is good) and introduce a counterclaim (e.g., Jen is good, too). <i>Ex.</i> Write a claim (e.g., School uniforms are bad.) and an argument to support it (e.g., too hard) with a reason (e.g., lots of buttons) and introduces a counterclaim (e.g., uniforms easy to decide). <i>Ex.</i> Write a claim (e.g., No fighting at school.), an argument to support it (e.g., It is the rule.), and a reason (e.g., someone hurt).</p> <p>Level III AA Students will: EEW.9-12.1. Write an argument to support a claim that results from studying a topic or reading a text which:</p> <ul style="list-style-type: none"> ○ States claim clearly. ○ Support claim with two reasons or other relevant evidence drawn from the text when appropriate. ○ Uses complete, simple sentences. ○ Provides a closing or concluding statement. <p><i>Ex.</i> Given a statement (e.g., Students should have more freedom.), initially express agreement (e.g., We are in 8th grade. We can make good choices.) and then disagreement (e.g., Sometimes we make mistakes. Sometimes we don’t think ahead.) and give more than one reason why, and then draw a conclusion (e.g., Parents and teachers can help with freedom.).</p>

		<p>Level II AA Students will: EEW.9-12.1 Write an argument to support a claim that results from studying a topic or reading a text which:</p> <ul style="list-style-type: none"> ○ States claim clearly. ○ Supports claim with two reasons ○ Uses complete, simple sentences. <p><i>Ex.</i> Writes a claim about the class election (e.g., Joe is the best) with a peer, brainstorm arguments and reasons with the peer, and then write an argument to support the claim (e.g., he is a friend), and a reason (e.g., he is good). <i>Ex.</i> Write a claim (e.g., School uniforms are bad.) and, after teacher-led discussion, adds an argument to support it (e.g., too hard) with a reason (e.g., lots of buttons). <i>Ex.</i> Write a claim (e.g., No fighting at school.), an argument to support it (e.g., It is the rule.), and, after getting feedback on the draft from the teacher, adds a reason (e.g., someone hurt).</p> <p>Level I AA Students will: EEW.9-12.1. Match a claim and a reason. <i>Ex.</i> Use a ready-made set-up in multimedia software to choose words to write a claim. <i>Ex.</i> After a peer writes, state agreement or disagreement (e.g., A peer writes, uniforms are bad, indicate “Yes” when asked, “Do you agree? Are uniforms bad?”) and then using assistive technology, type letters or words providing a reason. <i>Ex.</i> Choose a claim from two options (e.g., School uniforms are bad. School uniforms are good.) and alternating turns with the teacher, uses assistive technology to type letters and words (e.g., nice) as the teacher models during her turn, short simple reasons (e.g., Students look nice. Students look the same.)</p>
<p>W.9-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, ... and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary ...</p> <p>e. Establish and maintain a formal style and objective tone while ...</p> <p>f. Provide a concluding statement or section.</p>	<p>EEW9-12.2 Write informative or explanatory texts that convey ideas, concepts and information.</p>	<p>Level IV AA Students will: EEW9-12.2. Write informative or explanatory texts that convey ideas, concepts and information which:</p> <ul style="list-style-type: none"> ○ Identifies a topic. ○ Uses graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension. ○ Develops the topic with three or more facts or relevant details ○ Uses domain specific vocabulary. ○ Provides a closing or concluding statement. <p><i>Ex.</i> Write about a hobby stating what the hobby is (e.g., I like cooking.), writing a paragraph about favorite foods to cook with a reason (e.g., I like make gril ches [grilled cheese], mac n chees [macaroni and cheese]. I like melt cheese [melted cheese].) and favorite desserts (e.g., I like make [making] hot fuj sunda [fudge sundaes] with ice cream sprinkles [cream sprinkles]. Ice cream [cream] is cold and sweet [sweet].).</p> <p>Level III AA Students will: EEW.9-12.2. Write informative or explanatory texts that convey ideas, concepts and information which:</p> <ul style="list-style-type: none"> ○ Identifies a topic. ○ Uses graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension. ○ Develops the topic with two or more facts or relevant details ○ Uses domain specific vocabulary. ○ Provides a closing or concluding statement. <p><i>Ex.</i> Write to give directions to a place in the school including a step-by-step organization with illustrations as needed to support understanding. <i>Ex.</i> Write to describe a school assembly first describing what the topic was (e.g., DARE), who was involved (all the kids), then the activity (listen to polis [police]) and details (No beer. No drugs.).</p> <p>Level II AA Students will: EEW.9-12.2 Write informative or explanatory texts that convey ideas, concepts and information which:</p> <ul style="list-style-type: none"> ○ Identifies a topic. ○ Uses graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension. ○ Supports topic with relevant details. ○ Uses domain specific vocabulary. <p><i>Ex.</i> Write to give directions to a place in the school including most of the steps with illustrations as needed to support understanding. <i>Ex.</i> Write to describe a school assembly about DARE saying who was involved (all the kids) and what happened (listen to polis [police]).</p>

		<p>Level I AA Students will: EEW.9-12.2. Write informative or explanatory texts that convey ideas, concepts and information which:</p> <ul style="list-style-type: none"> ○ States a topic. ○ Uses graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension. ○ Supports topic with one relevant detail. ○ Uses domain specific vocabulary. <p><i>Ex.</i> Work with a teacher using two-switch step scanning to scan through the letters of the alphabet directing the teacher to “go to the next one,” and “write <i>that one down</i>,” <i>in order to select letters to use in writing</i> about school. <i>Ex.</i> Using word prediction software and with a teacher’s support and guidance, write about a favorite activity in class (like going to a movie).</p>
<p>W.9-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what experienced, observed, or resolved over the course of the narrative.</p>	<p>EEW9-12.3 Write narratives about personal or imagined experiences or events.</p>	<p>Level IV AA Students will: EEW9-12.3. Write narratives about personal or imagined experiences or events which:</p> <ul style="list-style-type: none"> ○ Introduces the narrative by stating the problem, situation or event; introduce a narrator or characters. ○ Includes multiple events in a logical sequence using transition words to signal event order. ○ Uses dialogue as appropriate. ○ Uses descriptive language ○ Uses complete, simple sentences, as well as simple compound sentences when appropriate. ○ Provides a closing. <p><i>Ex.</i> Write a story about a vacation including the people who went (e.g., Mom and Dad and me went to the montuns [mountains]) and several events (e.g., We see deer. We ride up. We ride down.). <i>Ex.</i> Write about an activity that happened after school including the names of the students involved and multiple events in sequence. <i>Ex.</i> After reading and discussing a non-fiction text, write a summary about an event (e.g., mountains), the situation (erosion), the actors (wind and water), the actions (wind blows, water runs, mountains change).</p> <p>Level III AA Students will: EEW.9-12.3. Write narratives about personal or imagined experiences or events which:</p> <ul style="list-style-type: none"> ○ Introduces the narrative by stating the problem, situation or event; introduce a narrator or characters. ○ Includes two or more events in a logical sequence using transition words to signal event order. ○ Uses descriptive language ○ Uses complete, simple sentences. ○ Provides a closing. <p><i>Ex.</i> Write a story about a vacation (e.g., We went to the mountain’s and several events (e.g., We see deer. We ride up. We ride down.). <i>Ex.</i> Write about an event that happened after school including multiple events (e.g., I go to practice]. Sing and dance. <i>Ex.</i> After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes into a summary about an event (e.g., mountains), the situation (erosion), the actors (wind and water), the actions (wind blows, water runs, mountains change).</p> <p>Level II AA Students will: EEW.9-12.3 Write narratives about personal or imagined experiences or events which:</p> <ul style="list-style-type: none"> ○ Introduces the narrative by stating the problem, situation or event; introduce a narrator or characters. ○ Has a beginning, middle and end. ○ Uses descriptive language and/or graphics. ○ Uses complete, simple sentences. <p><i>Ex.</i> Write about vacation writing, We go to the mountains. <i>Ex.</i> Write about an event that happened after school (e.g., I go sing.) <i>Ex.</i> After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about <event>. The wind and water <did what two things> and <what happened to the mountains>.).</p> <p>Level I AA Students will: EEW.9-12.3. Write narratives about personal or imagined experiences or events which:</p> <ul style="list-style-type: none"> ○ Introduces an event and character

		<ul style="list-style-type: none"> ○ Has a beginning, middle and end. ○ Uses graphics to provide description <p><i>Ex.</i> Use word prediction software and teacher support and guidance (e.g., The teacher asks, “Where did you go? What did you see? Hear? Do?”) to write about going to the mountains, selecting pictures of the people who went (mom, dad, me), and the events (deer, chair lift, eat, TV).</p> <p><i>Ex.</i> Use words or symbols provided by the teacher to write about daily events.</p> <p><i>Ex.</i> After seeing a photo from a field trip, use a multi-message device to communicate about the experience (Go farm. Happy.), which the teacher will write below the photo and read aloud as the student observes.</p>
<p>Production and Distribution of Writing W.9-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>EEW9-12.4 Produce a multi paragraph writing that addresses a particular task, purpose, or audience.</p>	<p>Level IV AA Students will: EEW. 9-12.4. Produce a multi-paragraph writing that addresses a particular task, purpose, or audience. <i>Ex.</i> Generate a multi-paragraph writing following the conventions of a persuasive, informative or narrative task. <i>Ex.</i> Write multi-step directions for a task.</p> <p>Level III AA Students will: EEW. 9-12.4 Produce a two paragraph writing that addresses a particular task, purpose, or audience. <i>Ex.</i> Generate two paragraph following the conventions of a persuasive, informative or narrative task. <i>Ex.</i> Create a Story Menu for Romeo and Juliet</p> <p>Level II AA Students will: EEW9-12.1.4 Produce a paragraph that addresses a particular task, purpose, or audience. <i>Ex.</i> Generate a paragraph following the conventions of a persuasive, informative or narrative task. <i>Ex.</i> Make a list of items needed for a trip to Jackson.</p> <p>Level I AA Students will: EEW. 9-12.4 Produce a sentence that addresses a particular task, purpose, or audience. <i>Ex.</i> Select and develop a topic for persuasive, informative and/or narrative tasks.</p>
<p>W.9-12.5. Develop and strengthen writing as needed by planning, revising, editing, prewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>EEW9-12.5 Follow the writing process to plan, pre-write, write and edit a writing. (E.g. essay, PowerPoint, brochure, list, narrative, etc.)</p>	<p>Level IV AA Students will: EEW. 9-12.5 Plan, pre-write, write, edit and revise writing with a focus on the purpose of the document. <i>Ex.</i> Given a topic and a sample brainstorming bubble, generate ideas and write them down, then reread what is written and add one more detail. Complete writing process to publication. <i>Ex.</i> Develop outline before beginning the writing process (topic, three details, conclusion) and use it to write, seek peer feedback, and then add to the outline based on feedback provided. Complete writing process to publication.</p> <p>Level III AA Students will: EEW. 9-12.5 Plan, pre-write and write and edit a writing using a prepared framework. <i>Ex.</i> Given a topic and a sample brainstorming bubble, generate ideas and write them down, then reread what is written and add one more detail. <i>Ex.</i> Using a question framework (e.g., 5 W’s and an H) in graphic organizer software, take turns entering information into the organizer, seek another peer partner group’s feedback, and then add to the outline. <i>Ex.</i> After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.</p> <p>Level II AA Students will: EEW9-12.1.5 Add details to strengthen a writing. <i>Ex.</i> After sharing writing with peers, work with peers to brainstorm ideas to add. Peers write all of the ideas in a list and give it to the student to use in revising and adding more information to improve the overall quality of the writing. <i>Ex.</i> Work with peers to plan a written report of their research project. <i>Ex.</i> Each takes turns reading what they have to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it.</p>

		<p>Level I AA Students will: EEW. 9-12.5 Select details to strengthen a writing. <i>Ex.</i> When asked by an adult or peer to add more, select additional letters or words to add to the overall message. <i>Ex.</i> With teacher guidance and support and using word prediction software (e.g., The teacher asks, “What sound do you hear at the beginning of cat?”), and a talking word processor (e.g., The teacher says, “It said car. I thought you were trying to write cat. What can we change to make it say cat?”), label familiar pictures from a favorite text.</p>
<p>W.9-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>EEW9-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products including at least two new arguments or information.</p>	<p>Level IV AA Students will: EEW. 9-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including at least two new arguments or pieces of information. <i>Ex.</i> Use technology to update, edit, and revise a piece of own writing. <i>Ex.</i> Use a talking word processor to listen to first draft and decide what information to add, spell check and grammar check to edit, and then export digital draft to class wiki. <i>Ex.</i> Having published a draft in a digital writing environment (e.g., website, wiki, blog), review comments of classmates about the draft, download it to a talking word processor with word prediction software, revise it based on the feedback, and upload back to the digital writing environment.</p> <p>Level III AA Students will: EEW. 9-12.6 Use technology, including the Internet, to produce, publish and update individual or shared writing products adding at least one new argument or piece of information. <i>Ex.</i> Use technology to add a sentence in an electronic shared writing product. <i>Ex.</i> Add words to sentences in an electronic shared writing product. <i>Ex.</i> Use online communication software to text message with an e-buddy in another classroom or school. <i>Ex.</i> Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook. <i>Ex.</i> Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with an alternative keyboard, and share what was learned with classmates. <i>Ex.</i> Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.</p> <p>Level II AA Students will: EEW9-12.1.6 Use technology, including the Internet, to produce and publish individual and shared writing products. <i>Ex.</i> After reviewing and discussing a shared writing product, add words to sentences in the electronic shared writing product. <i>Ex.</i> Having sent an e-mail to an adult, read their response seeking additional information or clarification, and write a new e-mail to address the request. <i>Ex.</i> Use an alternative keyboard programmed with the day’s activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook.</p> <p>Level I AA Students will: EEW. 9-12.6 Use technology to produce and share writing. <i>Ex.</i> Use a keyboard to type letters and words interactively with a peer or an adult who types simple, conventionally spelled messages. <i>Ex.</i> Use a keyboard programmed for only alphabet letters and a space bar, word prediction software, and a talking word processor with a peer model to take turns typing text messages to one another.</p>
<p>Research to Build and Present Knowledge W.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>EEW9-12.7 Research and collect information from three sources to answer a question or solve a problem.</p>	<p>Level IV AA Students will: EEW. 9-12.7. Research and collect information from at least three sources to answer a question or solve a problem <i>Ex.</i> Interact with a variety of websites using a screen reader to access the information in order to answer a question posed by the teacher and generate two questions of his or her own. <i>Ex.</i> Complete the K and W column of a KWL chart on a particular informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column as they do so.</p> <p>Level III AA Students will: EEW. 9-12.7 Research and collect information from two sources to answer a question or solve a problem. <i>Ex.</i> Interact with two websites using a screen reader to access the information in order to answer a question posed by the teacher and to generate two questions.</p>

		<p>Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit two websites to answer questions they posed in the W column and take notes in the L column as they do so.</p> <p>Level II AA Students will: EEW9-12.7 Select a source to answer a question or solve a problem. <i>Ex.</i> Given a question and text posted on an interactive whiteboard, research to find the answer to a question after a peer reads the question aloud and discusses it with the student before reading the text aloud to find the answer. <i>Ex.</i> Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., “Where is most of the water on earth?” Water in ocean.</p> <p>Level I AA Students will: EEW. 9-12.7 Answer questions based on a text or other sources of information. <i>Ex.</i> With guidance and support, answer a yes or no question about an experience described in a text they have authored using word prediction software with a topic-specific dictionary. <i>Ex.</i> With guidance and support, answer multiple-choice questions about information provided in a text that they have co-authored with a peer about a favorite school activity. <i>Ex.</i> Use word prediction software to answer questions about an illustration from a favorite text inserted in a digital document, and, if spelling is unclear, answer yes or no questions about their answer.</p>
<p>Integration of Knowledge and Ideas W.9-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>EEW9-12.8 Generate writing about a specific topic to summarize relevant information gathered from at least three print or digital sources and supply appropriate citations.</p>	<p>Level IV AA Students will: EEW. 9-12.8 Generate writing about a specific topic to summarize relevant information gathered from at least three print or digital sources and supply appropriate citations. <i>Ex.</i> Given a topic, a collection of bookmarked websites, and a set of guiding questions, select information about the topic and use the information to answer questions using direct quotes from the websites. <i>Ex.</i> Given a problem and bookmarked websites, use at least two sources to show a solution to the problem.</p> <p>Level III AA Students will: EEW.9-12.8. Generate writing about a specific topic to summarize relevant information gathered from two print or digital sources and supply appropriate citations. <i>Ex.</i> Given a topic, a collection of bookmarked websites, and a set of guiding questions, use a screen reader to read the sites and select information about the topic from two sources. Then, use the information to answer questions.</p> <p>Level II AA Students will: EEW.9-12.8. Generate two sentences about a specific topic based on information from two provided print or digital sources and supply appropriate citations. <i>Ex.</i> Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site and copy/paste information to answer the questions. <i>Ex.</i> Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site, listen and read the information with a screen reader, and use word prediction software with a talking word processor to write their answers.</p> <p>Level I AA Students will: EEW.9-12.8. Generate words about a specific topic based on information from one provided print or digital source. <i>Ex.</i> Given a guiding question, use a single message voice output communication device to say, “That’s it” when the teacher reads something from a teacher-selected text that answers the question. <i>Ex.</i> With teacher guidance and support as needed with any of the steps: given a topic, a single bookmarked website, a what or where question, use a screen reader to listen to and read the information at the site, and use word prediction software with a talking word processor and adapted keyboard presenting only alphabet letters, space bar, and a period, write an answer.</p>
<p>W.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–12 Reading standards to literature (e.g., “Analyze how an author</p>	<p>EEW9-12.9 - Gather information on a specific topic and use the information to support reflection or research. a. Apply grades 9-12 Extended</p>	<p>Level IV AA Students will: EEW. 9-12.9 Gather information on a specific topic and use the information to support reflection or research. <i>Ex.</i> After reading to determine how an author has related information from a previous book in a series to a later book in the same series, write about it. <i>Ex.</i> After reading to determine how information from one author’s text is found in another author’s text, write about it.</p>

<p>draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]).</p> <p>b. Apply grades 9–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>Reading Standards to literature (e.g., Write to recount the story.)</p> <p>b. Apply grades 9-12 Extended Reading Standards to literary non-fiction (e.g., Write to describe information provided in the book that was not in the video.).</p>	<p>Ex. Write answers to questions about whether key details support the central idea or claim of an author in the text.</p> <p>Level III AA Students will: EEW.9-12.9. Gather information on a specific topic from (adapted) grade-level/age-appropriate literary or informational materials. <i>Ex.</i> After reading to identify when an author has drawn upon another text, write about the text that was drawn upon. <i>Ex.</i> After reading two stories on similar topics, write the parts of the texts that are the same. <i>Ex.</i> Read a text to determine which claims are fact and then make a list of those facts. <i>Ex.</i> Read a book to determine the author’s point of view and then write selected phrases from the text that support it. <i>Ex.</i> Complete the L column of a KWL chart, answering questions they posed with text evidence, noting the page where answers were found.</p> <p>Level II AA Students will: EEW.9-12.9. Select information on a specific topic from (adapted) grade-level/age-appropriate literary or informational materials. <i>Ex.</i> After reading two stories on similar topics, using teacher guidance and support as needed, select the parts of the texts that are the same <i>Ex.</i> Given two stories about the same character (e.g., two cultural representations of the Midsummer Night’s Dream story), select what is the same about the character in both stories using teacher guidance and support as needed, word prediction software, and a talking word processor. <i>Ex.</i> Read a text with the teacher and a small group to determine which claims are fact and then work with the group to write a list of those facts. <i>Ex.</i> After reading a book with an adult to determine the author’s point of view, discuss the point of view and write about the facts from the conversation while the teacher helps the student recall the facts.</p> <p>Level I AA Students will: EEW.9-12.9. Match information on a specific topic to appropriate literary or informational materials. <i>Ex.</i> After reading two very basic texts on similar topics, indicate “same” or “different” as the teacher displays two pages, focusing first on the illustrations and later on the text content, and the teacher adds the responses to a chart. <i>Ex.</i> After listening to an e-buddy read aloud a simple text over Internet videoconferencing, exchange e-mails in which the e-buddy includes references or quotes in each message, and the student identifies it with teacher guidance and support, and using word prediction software and a talking word processor types a message indicating the text line and page of the reference or quote and a comment about it. <i>Ex.</i> Use voice output communication devices to interact with peers during collaborative writing projects, asking them to read aloud and point to text as they do so, and indicating “yes” or “no” to keep the information in the text. For “no” responses, peers will defend evidence with text references or eliminate as directed. <i>Ex.</i> Use a preprogrammed alternative keyboard to contribute to a small group writing project</p>
<p>Speaking and Listening</p>		
<p>Comprehension and Collaboration SL.9-12.1 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views),</p>	<p>EESL9-12.1. Participate in discussions about grade-level/age-appropriate topics and text with diverse partners. Share personal ideas on a topic. Pose and respond to specific questions to participate in a discussion.</p>	<p>Level IV AA Students will: EESL. 9-12.1. Initiate and participate in discussions about grade-level/age-appropriate topics and text with diverse partners. <i>Ex.</i> Form and express an opinion on a topic. <i>Ex.</i> Respond thoughtfully to others’ comments. <i>Ex.</i> Participate in the setting of goals, establishing roles and clarifying conclusions.</p> <p>Level III AA Students will: EESL. 9-12.1. Participate in discussions about grade-level/age-appropriate topics and text. <i>Ex.</i> Share personal ideas on a topic. <i>Ex.</i> Pose and respond to specific questions to participate in a discussion.</p> <p>Level II AA Students will: EESL9-12.1 Actively participate in conversational exchanges about grade-level/age-appropriate topics or text. <i>Ex.</i> Respond to questions, comments and exchanges of others. <i>Ex.</i> Share information.</p> <p>Level I AA Students will: EESL. 9-12.1. Participate in a class discussion.</p>

<p>clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>		<p>Ex. Quietly attend to the class discussion</p> <p>Ex. Signal acknowledgement of discussion</p>
<p>SL.9-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>EESL.9-12.2. Relate information from at least three sources in diverse media to make decisions and solve problems.</p>	<p>Level IV AA Students will: EESL. 9-12.2. Relate information from at least three sources in diverse media to make decisions and solve problems.</p> <p>Level III AA Students will: EESL. 9-12. Combine information from multiple sources in diverse media that contribute to making a personal decision or solving a problem.</p> <p>Level II AA Students will: EESL9-12.2 Identify information from diverse media to make a personal choice/decision.</p> <p>Level I AA Students will: EESL9-12.2 Choose from presented media information to make a personal choice/decision.</p>
<p>SL.9-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>EESL.9-12.3 Describe a speaker’s point of view with one supporting piece of evidence.</p>	<p>Level IV AA Students will: EESL. 9-12.3. Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported) identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Level III AA Students will: EESL. 9-12.3 Describe a speaker’s point of view with one supporting piece of evidence.</p> <p>Level II AA Students will: EESL9-12.3 Identify a speaker’s point of view.</p> <p>Level I AA Students will: EESL9-12.3 Match a speaker’s point of view when given two choices.</p>
<p>Presentation of Knowledge and Ideas. SL.9-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>EESL9-12.4 Present information and supporting evidence in an organized manner appropriate to a purpose, audience or task.</p>	<p>Level IV AA Students will: EESL. 9-12.4 Present findings including relevant descriptions, facts, or details with an organization that supports purpose, audience and task.</p> <p>Level III AA Students will: EESL. 9-12.4 Present information and supporting evidence in an organized manner appropriate to a purpose, audience or task.</p> <p>Level II AA Students will: EESL9-12.4 Present information appropriate to a purpose, audience and task.</p> <p>Level I AA Students will: EESL9-12.4 Communicate with peers on an assigned topic.</p>

<p>SL.9-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>EESL.9-12.5. Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.</p>	<p>Level IV AA Students will: EESL.9-12.5 Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.</p> <p>Level III AA Students will: EESL. 9-12.5 Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.</p> <p>Level II AA Students will EESL.9-12.5 Select an image or other digital media to add to a presentation.</p> <p>Level I AA Students will: EESL.9-12.5 Assist with a media presentation.</p>
<p>SL.9-12.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>EESL.9-12.6 Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.</p>	<p>Level IV AA Students will: EESL.9-12.6 Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.</p> <p>Level III AA Students will: EESL.9-12.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.</p> <p>Level II AA Students will: EESL9-12.6 Communicate using complete sentences when asked.</p> <p>Level I AA Students will: EESL.9-12.6 Communicate in words and phrases using preferred mode of communication.</p>
<p>Language</p>		
<p>Conventions of Standard English L.9-12.1 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>EEL9-12.1. Use conventions of grammar, including parallel structure, when writing or speaking, forming varied sentence structures to make content interesting.</p>	<p>Level IV AA Students will: EEL. 9-12.1. Use conventions of grammar, including parallel structure, when writing or speaking, forming varied sentence structures to make content interesting.</p> <p>Level III AA Students will: EEL. 9-12.1. Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in complete sentences to convey information in spoken and written English. Level II AA Students will: EEL9-12.1 Use simple sentences containing basic parts of speech (nouns, verbs and adjectives) to convey information in spoken and written English.</p> <p>Level I AA Students will: EEL. 9-12.1. Use words and phrases to communicate during a shared writing or speaking activity.</p>
<p>L.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation.</p>	<p>EEL.9-12.2. Use correct punctuation (end punctuation, basic comma usage, and semi-colon) and capitalization when writing. a. Use basic punctuation and capitalization correctly when writing.</p>	<p>Level IV AA Students will: EEL. 9-12.2. a-b Use correct punctuation (end punctuation, basic comma usage, and semi-colon) and capitalization when writing.</p> <p>Level III AA Students will: EEL. 9-12.2a-b.Use punctuation and capitalization when writing, to include end punctuation and the use of commas in greetings and closings of letters and other correspondence.</p> <p>Level II AA Students will: EEL9-12.2a-b. Use periods and beginning sentence capitalization correctly.</p>

		<p>Level I AA Students will: EEL9-12.2a-b Recognize a period and capital letters.</p>
<p>L.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>c. Spell correctly.</i></p>	<p>EEL9-12.3 Spell most high-frequency words correctly and apply knowledge of word chunks including common prefixes, suffixes, and roots (morphemes) in spelling longer words</p>	<p>Level IV AA Students will: EEL. 9-12.2c Spell most high-frequency words correctly and apply knowledge of word chunks including common prefixes, suffixes, and roots (morphemes) in spelling longer words.</p> <p>Level III AA Students will: EEL. 9-12.2c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.</p> <p>Level II AA Students will: EEL. 9-12.2c Spell familiar single-syllable words correctly.</p> <p>Level I AA Students will: EEL. 9-12.2c Identify what words would start with a capital letter.</p>
<p>Knowledge of Language L.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s manual for Writers) appropriate for the discipline and writing type.</p>	<p>EEL.9-12.3. Use knowledge of language to achieve desired meaning when writing or communicating. a. Write and revise work so that it communicates clearly to the intended audience.</p>	<p>Level IV AA Students will: EEL.9-12.3. Write and revise work using knowledge of language to achieve the desired meaning for the intended audience.</p> <p>Level III AA Students will: EESL. 9-12.3. Write and revise work so that it communicates clearly to the intended audience.</p> <p>Level II AA Students will EEL.9-12.3. Write and add more to clarify intended message.</p> <p>Level I AA Students will: EEL.9-12.3. Select words to communicate desired message.</p>
<p>Vocabulary Acquisition and Use L.9-12.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–12 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase.</p>	<p>EEL.9-12.4a. Use context clues, word structures or reference materials to determine the meaning of unknown words a. Determine meaning of a word or phrase from context in a sentence.</p>	<p>Level IV AA Students will: EEL.9-12.4.a. Use context clues, word structures or reference materials to determine the meaning of unknown words.</p> <p>Level III AA Students will: EEL.9-12.4.a. Use context clues to determine the meaning of multiple-meaning words.</p> <p>Level II AA Students will: EESL9-12.4a Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p> <p>Level I AA Students will: EEL.9-12.4.a. Select a picture or written text to match meaning to a word.</p>
<p>L.9-12.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–12 reading and content, choosing flexibly from a range of strategies. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	<p>EESL9-12.4b Determine or clarify the meaning of unknown and multiple meaning words to match textual meaning. b. Identify and correctly use singular/plural and verb tense pattern changes that indicated different meanings (e.g., -s, -es, -ed, -ing)</p>	<p>Level IV AA Students will: EESL. 9-12.4b Determine or clarify the meaning of unknown and multiple meaning words to match textual meaning. <i>Ex. Identify and correctly use singular/plural, verb tense and comparative pattern changes that indicated different meaning(e.g., -s, -es, -ed, -ing, -er, -est)</i></p> <p>Level III AA Students will: EESL9-12.4b Determine or clarify the meaning of unknown and multiple meaning words. <i>Ex. Identify and correctly use singular/plural and verb tense pattern changes that indicated different meanings (e.g., -s, -es, -ed, -ing)</i></p> <p>Level II AA Students will: EESL9-12.4b Determine or clarify the meaning of unknown and multiple meaning words. <i>Ex. Identify and correctly use singular and plural word patterns (e.g., -s, -es)</i></p>

		<p>Level I AA Students will: EESL. 9-12.4b Recognize difference between singular and plural in pictures.</p>
<p>L.9-12.4c-d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–12 reading and content, choosing flexibly from a range of strategies. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>EESL9-12.4c-d Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word/phrase or determine or clarify its meaning Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words and phrases encountered when reading.</p>	<p>Level IV AA Students will: EEL. 9-12.4c-d. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word/phrase or determine or clarify its meaning. <i>EX: Use a medical dictionary to find clarify information in a text.</i></p> <p>Level III AA Students will: EEL9-12.4c-d. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning and pronunciation of unfamiliar words/phrases encountered when reading. <i>EX: Use dictionary on an e-reader to clarify meaning of a text.</i></p> <p>Level II AA Students will: EEL9-12.4c-d. Use beginning dictionaries (print or digital) to clarify the meaning and pronunciation of words and phrases. <i>Ex: Use a personal dictionary on the iPad to clarify pronunciation.</i></p> <p>Level I AA Students will: EESL. 9-12.4c-d. Asks for clarification when needed.</p>
<p>L.9-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>EESL9-12.5 Use multiple meaning words and figures of speech.</p>	<p>Level IV AA Students will: EEL. 9-12.5. Demonstrate understanding of figurative language and words relationships. <i>Ex. Interpret simple figures of speech (e.g., It’s raining cats and dogs) encountered while reading or listening.</i> <i>Ex. Discuss the meaning of multiple meaning words when encountered while reading or listening.</i></p> <p>Level III AA Students will: EEL9-12.5. Use multiple meaning words and figures of speech.</p> <p>Level II AA Students will: EEL9-12.5. Respond to the use of a word in two ways</p> <p>Level I AA Students will: EESL. 9-12.5. Identify real-life connections between words and their use.</p>
<p>L.9-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>EESL9-12.6 Acquire and use general academic and domain-specific words and phrases common to the student’s experience.</p>	<p>Level IV AA Students will: EEL. 9-12.6 Acquire and use grade-level/age appropriate academic and domain-specific words and phrases in speaking and writing.</p> <p>Level III AA Students will: EEL9-12.6. Use general academic and domain-specific words and phrases common to the student’s experience.</p> <p>Level II AA Students will: EEL9-12.6 Recognize and respond to general academic language.</p> <p>Level I AA Students will: EESL. 9-12.6 Use words acquired through learning activities.</p>