Main Criteria: Medieval History-Based Writing Lessons

Secondary Criteria: Washington DC Academic Standards

Subject: Language Arts

Grades: 6, 7, 8

Medieval History-Based Writing Lessons

Lesson 01: Unit 1 Note Taking an Outlines, p. 11-16

Washington DC Academic Standards

		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / STRAND /		Language Standards Vocabulary Acquisition and Use

		Language Arts
		Grade 7 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 8 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.Rl.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL

Craft and Structure

STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Lesson 02: Unit 2 Writing from Notes, p. 17-26
		Washington DC Academic Standards
		Language Arts
		Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL Grade 6 - Adopted: 2010 Reading Standards for Informational Text Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD I ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards 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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION		
	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	6.L.1.e. DC.CC.6. L.	
STANDARD / STRAND /	DC.CC.6.	identify and use strategies to improve expression in conventional language.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	DC.CC.6.	identify and use strategies to improve expression in conventional language. Language Standards
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	DC.CC.6. L.	identify and use strategies to improve expression in conventional language. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases

CONTENT
STANDARD /
STRAND /
DISCIPLINE

DC.CC.6. Language Standards L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington DC Academic Standards

Grade 7 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	7.W.9.b.	Apply grade 7 reading standards to literary nonfiction (e.g. "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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards

Grade 8 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.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.

CONTENT
STANDARD
STRAND /
DISCIPLINE

RI.

DC.CC.8. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington DC Academic Standards

Language Arts

Grade 6 - Adopted: 2010

CONTENT	
STANDARD	I
STRAND /	
DISCIPLINE	

$\mbox{ DC.CC.6.} \quad \mbox{ Reading Standards for Informational Text RI.}$

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION I ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards 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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Language Arts
		Grade 7 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.7. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STANDARD / ESSENTIAL	7.W.8.	Research to Build and Present Knowledge 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.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	7.W.9.b.	Apply grade 7 reading standards to literary nonfiction (e.g. "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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
		relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	7.SL.1.d. DC.CC.7. SL.	
CONTENT STANDARD / STRAND /	DC.CC.7.	Acknowledge new information expressed by others and, when warranted, modify their own views.

STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION		
LAFECIATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.a. 7.L.4.d.	
		a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
EXPECTATION CONTENT STANDARD / STRAND /	7.L.4.d.	a sentence) as a clue to the meaning of a word or phrase. 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).

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

RI.

DC.CC.8. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	8.W.2.f. DC.CC.8. W.	
CONTENT STANDARD / STRAND /	DC.CC.8.	explanation presented.

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / STRAND /		Vocabulary Acquisition and Use
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	L.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	8.L.4. 8.L.4.a.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	8.L.4.a. 8.L.4.d.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. 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. 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).

		Language Arts
		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
ESSENTIAL	6.W.4.	Production and Distribution of Writing 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.)
STUDENT EXPECTATION / ESSENTIAL	6.W.4. 6.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL		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.) With some guidance and support from peers and adults, develop and strengthen writing as
STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	6.W.5. DC.CC.6.	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.) 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.
STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	6.W.5. DC.CC.6.	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.) 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. Writing Standards

CONTENT STANDARD / STRAND / DISCIPLINE	DC.(W.
STANDARD / ESSENTIAL SKILL	

DISCIPLINE

.CC.6.	Writing	Standards
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STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 7 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well

as inferences drawn from the text.

EXPECTATION /

ESSENTIAL SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)

STUDENT 7.W.5. With some guidance and support from peers and adults, develop and strengthen writing a needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how purpose and audience have been addressed. SKILL	
CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE	
STANDARD / Research to Build and Present Knowledge ESSENTIAL SKILL	
STUDENT 7.W.8. Gather relevant information from multiple print and digital sources, using search terms effective assess the credibility and accuracy of each source; and quote or paraphrase the data at conclusions of others while avoiding plagiarism and following a standard format for citation SKILL	nd
CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE	
STANDARD / Research to Build and Present Knowledge ESSENTIAL SKILL	
STUDENT 7.W.9. Draw evidence from literary or informational texts to support analysis, reflection research. ESSENTIAL SKILL	on, and
EXPECTATION 7.W.9.b. Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argur specific claims in a text, assessing whether the reasoning is sound and the evidence is r and sufficient to support the claims").	
CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE	
STANDARD / Range of Writing ESSENTIAL SKILL	
STUDENT 7.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and EXPECTATION / time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpol audiences. SKILL	
CONTENT DC.CC.7. Speaking and Listening Standards STANDARD / SL. STRAND / DISCIPLINE	
STANDARD / Comprehension and Collaboration ESSENTIAL SKILL	

EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT	
STANDARD	I
STRAND /	
DISCIPLINE	

DC.CC.7. Language Standards L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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		Language Arts
		Grade 8 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.Rl.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and

multimedia when useful to aiding comprehension.

EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND /	DC.CC.8. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

DC.CC.6. Reading Standards for Literature CONTENT STANDARD / RL. STRAND / **DISCIPLINE Key Ideas and Details** STANDARD / **ESSENTIAL SKILL** STUDENT 6.RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences EXPECTATION / drawn from the text. **ESSENTIAL** SKILL 6.RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; STUDENT EXPECTATION / provide a summary of the text distinct from personal opinions or judgments. **ESSENTIAL** SKILL Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how STUDENT 6.RL.3. the characters respond or change as the plot moves toward a resolution. EXPECTATION / **ESSENTIAL** SKILL DC.CC.6. **Reading Standards for Literature** CONTENT STANDARD / RL. STRAND / **DISCIPLINE** STANDARD / Craft and Structure **ESSENTIAL** SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3.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.
EXPECTATION	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.

DC.CC.6. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards

CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL EXPECTATION 6.L.4. EXPECTATION 6.L.4. CONTENT STANDARD / STANDARD / STRAND / DISCIPLINE STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT G.L.4. CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT G.L.6. STUDENT G.L.6.	inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL EXPECTATION / ESSENTIAL SKILL EXPECTATION 6.L.4. CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT G.L.4. CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT G.L.6. STUDENT G.L.6.	inferred meaning in context or in a dictionary). 6. Language Standards Vocabulary Acquisition and Use 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
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION 6.L.4. CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	inferred meaning in context or in a dictionary). 6. Language Standards
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION 6.L.4. EXPECTATION 6.L.4. CONTENT DC.CO. STANDARD / STRAND / STRAND /	inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION 6.L.4.	3
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL 6.L.4.	
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	. 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.
CONTENT DC.CO STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CONTENT DC.CO STANDARD / L. STRAND /	Vocabulary Acquisition and Use
EXPECTATION 6.L.2.	.6. Language Standards
	. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STUDENT 6.L.2. EXPECTATION / ESSENTIAL SKILL	
STANDARD / ESSENTIAL SKILL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

		Grade 7 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards

ST ANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington DC Academic Standards

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / STRAND /		Writing Standards Range of Writing
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	W.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington DC Academic Standards

Language Arts		
Grade 6 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.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.

CONTENT	
STANDARD	I
STRAND /	
DISCIPLINE	

RL.

DC.CC.6. Reading Standards for Literature

ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3.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.
EXPECTATION	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.6. W.	Writing Standards

ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
EXPECTATION	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards		
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards		
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
	Washington DC Academic Standards			
Language Arts				

3.3.3		
Grade 7 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / STRAND /		Writing Standards Production and Distribution of Writing
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	w.	Production and Distribution of Writing 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
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	W. 7.W.4.	Production and Distribution of Writing 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.) 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
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	7.W.4. 7.W.5.	Production and Distribution of Writing 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.) 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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards

Knowledge of Language

STANDARD / ESSENTIAL SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards

Grade 8 - Adopted: 2010			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details	
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature	

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
		a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	8.L.4.d. DC.CC.8. L.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
CONTENT STANDARD / STRAND /	DC.CC.8.	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).

STUDENT EXPECTATION / ESSENTIAL SKILL

STANDARD /

STANDARD /

ESSENTIAL SKILL

STRAND / DISCIPLINE

RL.

8.L.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington DC Academic Standards

Language Arts

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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.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.
CONTENT	DC.CC.6.	Reading Standards for Literature

Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3.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.
EXPECTATION	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / STRAND /		Writing Standards Production and Distribution of Writing
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	w.	Production and Distribution of Writing 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
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	W. 6.W.4.	Production and Distribution of Writing 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.) With some guidance and support from peers and adults, develop and strengthen writing as
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	6.W.4. 6.W.5.	Production and Distribution of Writing 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.) 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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
ESSENTIAL	6.L.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	6.L.1. 6.L.1.d.	Demonstrate command of the conventions of standard English grammar and usage
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	6.L.1.d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	6.L.1.d. 6.L.1.e. DC.CC.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	6.L.1.d. 6.L.1.e. DC.CC.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards

CONTENT STANDARD / STRAND / DISCIPLINE

L.

DC.CC.6. Language Standards

STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / STRAND /		Language Standards Vocabulary Acquisition and Use

Washington DC Academic Standards

Language Arts

Grade **7** - Adopted: **2010** DC.CC.7. **Reading Standards for Literature** CONTENT STANDARD / STRAND / **DISCIPLINE** STANDARD / **Key Ideas and Details** ESSENTIAL SKILL STUDENT 7.RL.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well EXPECTATION / as inferences drawn from the text. **ESSENTIAL** SKILL STUDENT 7.RL.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the EXPECTATION / characters or plot). **ESSENTIAL** SKILL CONTENT DC.CC.7. **Reading Standards for Literature** STANDARD / RL. STRAND / DISCIPLINE STANDARD / Range of Reading and Level of Text Complexity ESSENTIAL SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND /	DC.CC.7. L.	Language Standards
DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STANDARD / ESSENTIAL	7.L.3.	Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 8 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / STRAND /	DC.CC.8. RL.	Reading Standards for Literature

DISCIPLINE

STANDARD / ESSENTIAL SKILL

Craft and Structure

STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		a sentence) as a cide to the meaning of a word of philase.
EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	8.L.4.d. DC.CC.8. L.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
CONTENT STANDARD / STRAND /	DC.CC.8.	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).

STUDENT
EXPECTATION /
ESSENTIAL
SKILL

8.L.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-78

Washington DC Academic Standards

		Language Arts
		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3.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.
EXPECTATION	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / STRAND /		Writing Standards Production and Distribution of Writing
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	w.	Production and Distribution of Writing 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
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	W. 6.W.4.	Production and Distribution of Writing 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.) With some guidance and support from peers and adults, develop and strengthen writing as
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	6.W.4. 6.W.5.	Production and Distribution of Writing 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.) 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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
ESSENTIAL	6.L.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	6.L.1. 6.L.1.d.	Demonstrate command of the conventions of standard English grammar and usage
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	6.L.1.d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	6.L.1.d. 6.L.1.e. DC.CC.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	6.L.1.d. 6.L.1.e. DC.CC.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards

CONTENT STANDARD / STRAND / DISCIPLINE

L.

DC.CC.6. Language Standards

STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / STRAND /		Language Standards Vocabulary Acquisition and Use

Washington DC Academic Standards

Language Arts

Grade **7** - Adopted: **2010** DC.CC.7. **Reading Standards for Literature** CONTENT STANDARD / STRAND / **DISCIPLINE** STANDARD / **Key Ideas and Details** ESSENTIAL SKILL STUDENT 7.RL.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well EXPECTATION / as inferences drawn from the text. **ESSENTIAL** SKILL STUDENT 7.RL.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the EXPECTATION / characters or plot). **ESSENTIAL** SKILL CONTENT DC.CC.7. **Reading Standards for Literature** STANDARD / RL. STRAND / DISCIPLINE STANDARD / Range of Reading and Level of Text Complexity ESSENTIAL SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND /	DC.CC.7. L.	Language Standards
DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STANDARD / ESSENTIAL	7.L.3.	Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 8 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / STRAND /	DC.CC.8. RL.	Reading Standards for Literature

DISCIPLINE

STANDARD / ESSENTIAL SKILL

Craft and Structure

STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL 8.L.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 09: Unit 4 Summarizing a Reference, p. 79-86

Washington DC Academic Standards

Language Arts

		Language Arts
		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards 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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 7 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text

ENT DARD / ND / PLINE	DC.CC.7. RI.	Reading Standards for Informational Text

DISCIPLINE		
STANDARD / ESSENTIAL SKILL	Key Ideas and Details	

STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
		Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information,
EXPECTATION	7.W.2.a.	using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	7.W.2.a. 7.W.2.b.	using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding
		using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
EXPECTATION	7.W.2.b.	using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and
EXPECTATION	7.W.2.b. 7.W.2.c.	using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION EXPECTATION	7.W.2.b. 7.W.2.c. 7.W.2.d.	using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or
EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	7.W.2.b. 7.W.2.c. 7.W.2.d. 7.W.2.f.	using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented.

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	7.W.9.b.	Apply grade 7 reading standards to literary nonfiction (e.g. "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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington DC Academic Standards

Language Arts		
		Grade 8 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION 8.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION 8.L.1.b. Form and use verbs in the active and passive voice. EXPECTATION 8.L.1.d. Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT

STANDARD / STRAND /

DISCIPLINE

DC.CC.8.

L.

Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / STRAND /		Language Standards Vocabulary Acquisition and Use

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Washington DC Academic Standards

Language Arts

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

CONTENT
STANDARD
STRAND /
DISCIPLINE

DC CC 6 Reading Standards for Informational To

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

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

DC.CC.6. Reading Standards for Informational Text

CONTENT

SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards 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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT
EXPECTATION /
ESSENTIAL
SKILL

6.L.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington DC Academic Standards

Language Arts

Grade 7 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
CONTENT STANDARD / STRAND /		Writing Standards Research to Build and Present Knowledge
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		·
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	W.	Research to Build and Present Knowledge 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
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	7.W.8.	Research to Build and Present Knowledge 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.
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	7.W.8.	Research to Build and Present Knowledge 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. Writing Standards

CONTENT	
STANDARD	I
STRAND /	
DISCIPLINE	

DC.CC.7. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language

STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 8 - Adopted: 2010
CONTENT	DC CC 8	Reading Standards for Informational Text

Language Arts Grade 8 - Adopted: 2010		
CONTENT STANDARD /	DC.CC.8. RI.	Reading Standards for Informational Text
STRAND / DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.Rl.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION /	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,

CONTENT STANDARD / STRAND / DISCIPLINE

L.

DC.CC.8. Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington DC Academic Standards

Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.6. RI.

Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION I ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
SNILL		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
CONTENT STANDARD / STRAND /		Writing Standards Research to Build and Present Knowledge
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	w.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	W. 6.W.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards 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
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	6.W.9. 6.W.9.b.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards 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").

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.6. L.	Language Standards

STANDARD I ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION

6.L.2.a.

 $\label{thm:commas} \mbox{Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.}$

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. L.

DC.CC.6. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / STRAND /		Language Standards Vocabulary Acquisition and Use

Washington DC Academic Standards

Language Arts

Grade **7** - Adopted: **2010** DC.CC.7. Reading Standards for Informational Text CONTENT STANDARD / STRAND / **DISCIPLINE** STANDARD / **Key Ideas and Details ESSENTIAL** SKILL STUDENT 7.RI.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well EXPECTATION / as inferences drawn from the text. **ESSENTIAL** SKILL STUDENT 7.RI.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence EXPECTATION / individuals or events, or how individuals influence ideas or events). **ESSENTIAL** SKILL CONTENT DC.CC.7. Reading Standards for Informational Text STANDARD / STRAND / DISCIPLINE STANDARD / Craft and Structure ESSENTIAL SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	7.W.9.b.	Apply grade 7 reading standards to literary nonfiction (e.g. "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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT
STANDARD
STRAND /
DISCIPLINE

DC.CC.7. Speaking and Listening Standards SL.

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT	DC.CC.7.	Language Standards
STANDARD /	L.	
STRAND /		
DISCIPLINE		

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington DC Academic Standards

		Language Arts
		Grade 8 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.Rl.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and

multimedia when useful to aiding comprehension.

EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD /	DC.CC.8. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,
EXPECTATION / ESSENTIAL SKILL		adequate volume, and clear pronunciation.
ESSENTIAL	DC.CC.8. L.	
ESSENTIAL SKILL CONTENT STANDARD / STRAND /		adequate volume, and clear pronunciation.
ESSENTIAL SKILL CONTENT ST ANDARD / ST RAND / DISCIPLINE ST ANDARD / ESSENTIAL		adequate volume, and clear pronunciation. Language Standards
ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	L.	adequate volume, and clear pronunciation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
ESSENTIAL SKILL CONTENT STANDARD / STANDARD / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1. 8.L.1.b.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice.
ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	8.L.1.b. 8.L.1.d. DC.CC.8.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice. Recognize and correct inappropriate shifts in verb voice and mood.

STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / STRAND /		Vocabulary Acquisition and Use

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Washington DC Academic Standards

Language Arts

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

CONTENT STANDARD STRAND / DISCIPLINE	I
STANDARD	I

DC.CC.6. Reading Standards for Informational Text

STANDARD / STRAND / DISCIPLINE	RI.	Reading Standards for miorinational rext
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT	DO 00 6	Desding Chandends for Informational Tout

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Reading Standards for Informational Text

CT AND ADD /		
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EVDECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition,
EXPECTATION		classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	
	6.W.2.b. 6.W.2.c.	(e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
EXPECTATION		(e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	(e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION EXPECTATION	6.W.2.c. 6.W.2.d.	(e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from the information or explanation
EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	6.W.2.c. 6.W.2.d. 6.W.2.f.	(e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from the information or explanation presented.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards 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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts			
Grade 7 - Adopted: 2010			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details	
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Craft and Structure	
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards	

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STANDARD / ESSENTIAL	7.W.8.	Research to Build and Present Knowledge 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.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	7.W.9.b.	Apply grade 7 reading standards to literary nonfiction (e.g. "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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
		relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	7.SL.1.d. DC.CC.7. SL.	
CONTENT STANDARD / STRAND /	DC.CC.7.	Acknowledge new information expressed by others and, when warranted, modify their own views.

STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT
EXPECTATION /
ESSENTIAL
SKILL

7.L.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts				
Grade 6 - Adopted: 2010				
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards		
STANDARD / ESSENTIAL SKILL		Text Types and Purposes		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
EXPECTATION	6.W.3.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.		
EXPECTATION	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		
EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards		
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)		

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 7 - Adopted: 2010
CONTENT STANDARD / STRAND /	DC.CC.7. W.	Writing Standards

ST ANDARD / ST RAND / DISCIPLINE	vv.	
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

EXPECTATION	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
ESSENTIAL	7.L.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	7.L.1. 7.L.1.b.	Demonstrate command of the conventions of standard English grammar and usage
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	7.L.1.b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	7.L.1.b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Language Standards
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	7.L.1.b. DC.CC.7. L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Language Standards Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECT ATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington DC Academic Standards

		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3.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.

EXPECTATION	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
ESSENTIAL	6.SL.1.	Comprehension and Collaboration 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.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	6.SL.1. 6.SL.1.a.	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

EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT	DC.CC.6.	
STANDARD / STRAND / DISCIPLINE	L.	Language Standards
STRAND /		Language Standards Knowledge of Language
STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	L.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or
STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	L. 6.L.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	6.L.3. 6.L.3.a.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/ listener interest, and style.

STUDENT EXPECTATION / ESSENTIAL SKILL

ESSENTIAL

SKILL

6.L.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington DC Academic Standards

Language Arts

Language Arts		
		Grade 7 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION /	7.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

STANDARD / ESSENTIAL SKILL

ESSENTIAL SKILL		audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards

Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating
	7.2.0.4.	wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	
STANDARD / STRAND /	DC.CC.7.	wordiness and redundancy.

Language Arts		
Grade 8 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION I ESSENTIAL SKILL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / STRAND /		Writing Standards Research to Build and Present Knowledge
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	W.	Research to Build and Present Knowledge 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
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	8.W.8.	Research to Build and Present Knowledge 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.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	8.W.8.	Research to Build and Present Knowledge 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. Writing Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION I ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL

DISCIPLINE

8.L.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington DC Academic Standards

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		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3.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.
EXPECTATION	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Grade **7** - Adopted: **2010** CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / **DISCIPLINE** STANDARD / **Text Types and Purposes ESSENTIAL SKILL** STUDENT 7.W.3. Write narratives to develop real or imagined experiences or events using effective EXPECTATION / technique, relevant descriptive details, and well-structured event sequences. ESSENTIAL SKILL **EXPECTATION** 7.W.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **EXPECTATION** 7.W.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events. CONTENT DC.CC.7. **Writing Standards** STANDARD / W.

STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.c. 8.SL.1.d.	
		comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their
EXPECTATION CONTENT STANDARD / STRAND /	8.SL.1.d. DC.CC.8.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / STRAND /		Vocabulary Acquisition and Use

Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

Washington DC Academic Standards

		Language Arts
Grade 6 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	
		and examples.
EXPECTATION	6.W.2.c.	and examples. Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.c. 6.W.2.d.	and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from the information or explanation

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards 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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL		
SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and
		identify and use strategies to improve expression in conventional language.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.6. L.	identify and use strategies to improve expression in conventional language. Language Standards
STANDARD / STRAND /		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		Language Standards
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	L.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization,
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts
		Grade 7 - Adopted: 2010
CONTENT STANDARD /	DC.CC.7. RI.	Reading Standards for Informational Text

Grade 7 - Adopted: 2010			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details	
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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).	

CONTENT STANDARD
STRAND /
DISCIPLINE

$\mbox{ DC.CC.7.} \quad \mbox{ Reading Standards for Informational Text RI.}$

ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.

CONTENT
ST ANDARD /
STRAND /
DISCIPLINE

DC.CC.7. Writing Standards W.

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	7.W.9.b.	Apply grade 7 reading standards to literary nonfiction (e.g. "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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and

define individual roles as needed.

EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington DC Academic Standards			
Language Arts			
		Grade 8 - Adopted: 2010	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details	
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.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.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Craft and Structure	
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards	
STANDARD / ESSENTIAL SKILL		Text Types and Purposes	

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards

Conventions of Standard English

STANDARD / ESSENTIAL

SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 17: Unit 6 Summarizing Multiple References, p. 143-154

Washington DC Academic Standards

Grade 6 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards 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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	6.SL.1.d. DC.CC.6. L.	
CONTENT STANDARD / STRAND /	DC.CC.6.	reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	DC.CC.6.	reflection and paraphrasing. Language Standards
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	DC.CC.6. L.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	DC.CC.6. L.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	DC.CC.6. L. 6.L.1.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	DC.CC.6. L. 6.L.1. 6.L.1.e. DC.CC.6.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington DC Academic Standards

Language Arts

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

CONTENT STANDARD / STRAND / DISCIPLINE

 $\begin{tabular}{ll} DC.CC.7. & Reading Standards for Informational Text RI. \\ \end{tabular}$

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD /		Text Types and Purposes
ESSENTIAL SKILL		
	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SKILL STUDENT EXPECTATION / ESSENTIAL	7.W.2. 7.W.2.a.	
SKILL STUDENT EXPECTATION / ESSENTIAL SKILL		Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding
SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	7.W.2.a. 7.W.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and
SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION	7.W.2.a. 7.W.2.b. 7.W.2.c.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	7.W.9.b.	Apply grade 7 reading standards to literary nonfiction (e.g. "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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards

Grade 8 - Adopted: 2010			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details	
STUDENT EXPECTATION / ESSENTIAL SKILL	8.Rl.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text	
STANDARD / ESSENTIAL SKILL		Craft and Structure	

STUDENT EXPECTATION / ESSENTIAL SKILL	8.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards		
STANDARD / ESSENTIAL SKILL		Range of Writing		
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards		
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration		
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards		
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas		

STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards			
STANDARD / ESSENTIAL SKILL		Conventions of Standard English			
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.			
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards			
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use			
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.			
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards			
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use			
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

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Washington DC Academic Standards

CONTENT
STANDARD /
STRAND /
DISCIPLINE

RI.

DC.CC.6. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	ite textual evidence to support analysis of what the text says explicitly as well as inferences rawn from the text.		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	alyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a t (e.g., through examples or anecdotes).		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text		
STANDARD / ESSENTIAL SKILL		Craft and Structure		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text		
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards		
STANDARD / ESSENTIAL SKILL		Text Types and Purposes		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		

EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.			
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards			
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing			
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)			
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards			
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge			
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards			
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge			

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards 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").		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards		
STANDARD / ESSENTIAL SKILL		Range of Writing		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards		
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards		
STANDARD / ESSENTIAL SKILL		Conventions of Standard English		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
		Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).		

EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards			
STANDARD / ESSENTIAL SKILL		Conventions of Standard English			
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
EXPECTATION	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards			
STANDARD / ESSENTIAL SKILL		Knowledge of Language			
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards			
STANDARD / ESSENTIAL		Vocabulary Acquisition and Use			
SKILL		vocabulary Acquisition and Ose			
SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.			
STUDENT EXPECTATION / ESSENTIAL	6.L.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases			
STUDENT EXPECTATION / ESSENTIAL SKILL		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in			
STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	6.L.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the			
STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	6.L.4.a. 6.L.4.d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 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. 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).			

STUDENT EXPECTATION / ESSENTIAL SKILL 6.L.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington DC Academic Standards

Language Arts					
Grade 7 - Adopted: 2010					
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text			
STANDARD / ESSENTIAL SKILL		Key Ideas and Details			
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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).			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text			
STANDARD / ESSENTIAL SKILL		Craft and Structure			
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards			
STANDARD / ESSENTIAL SKILL		Text Types and Purposes			
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			

EXPECTATION	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards		
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.		
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.7. W.	Writing Standards		
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards		
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
EXPECTATION	7.W.9.b.	Apply grade 7 reading standards to literary nonfiction (e.g. "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").		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards		

STANDARD / ESSENTIAL SKILL		Range of Writing			
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards			
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration			
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.			
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.			
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.			
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards			
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas			
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.			
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.7. L.	Language Standards			
STANDARD / ESSENTIAL SKILL		Conventions of Standard English			
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.			

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards			
STANDARD / ESSENTIAL SKILL		Knowledge of Language			
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.			
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards			
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use			
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.			
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards			
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use			
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
	Washington DC Academic Standards				
		Language Arts			
		Grade 8 - Adopted: 2010			

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	8.Rl.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases
SKILL		based on grade 8 reading and content, choosing flexibly from a range of strategies.
	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SKILL	8.L.4.a. 8.L.4.d.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
EXPECTATION		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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	8.L.4.d. DC.CC.8.	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. 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).

STUDENT
EXPECTATION /
ESSENTIAL
SKILL

8.L.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 19: Unit 6 Summarizing Multiple References, p. 163-170

Washington DC Academic Standards

Grade 6 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards 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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT		
STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / STRAND /		Language Standards Knowledge of Language
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	L.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	6.L.3. 6.L.3.a.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/ listener interest, and style.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / STRAND /		Vocabulary Acquisition and Use

Washington DC Academic Standards

		Language Arts
Grade 7 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CONTENT
ST ANDARD /
STRAND /
DISCIPLINE

SKILL

DC.CC.7. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes	
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
EXPECTATION	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
CONTENT STANDARD / STRAND /	DC.CC.7. W.	Writing Standards	
DISCIPLINE			
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing	
STANDARD / ESSENTIAL	7.W.4.	Production and Distribution of Writing 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.)	
ST ANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	7.W.4. 7.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are	
ST ANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL STUDENT EXPECTATION / ESSENTIAL		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.) 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	
ST ANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT ST ANDARD / STRAND /	7.W.5. DC.CC.7.	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.) 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.	

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards	
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge	
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
EXPECTATION	7.W.9.b.	Apply grade 7 reading standards to literary nonfiction (e.g. "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").	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards	
STANDARD / ESSENTIAL SKILL		Range of Writing	
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards	
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration	
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	

CONTENT
STANDARD
STRAND /
DISCIPLINE

DC.CC.7. Speaking and Listening Standards SL.

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT	DC.CC.7.	Language Standards
STANDARD /	L.	
STRAND /		
DISCIPLINE		

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Language Arts				
Grade 8 - Adopted: 2010				
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text		
STANDARD / ESSENTIAL SKILL		Key Ideas and Details		
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.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.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text		
STANDARD / ESSENTIAL SKILL		Craft and Structure		
STUDENT EXPECTATION / ESSENTIAL SKILL	8.Rl.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.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards		
STANDARD / ESSENTIAL SKILL		Text Types and Purposes		
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and		

multimedia when useful to aiding comprehension.

EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards	
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing	
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)	
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards	
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge	
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards	
STANDARD / ESSENTIAL SKILL		Range of Writing	

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards	
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration	
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards	
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas	
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards	
STANDARD / ESSENTIAL		Conventions of Standard English	
SKILL			
	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
SKILL STUDENT EXPECTATION / ESSENTIAL	8.L.1.b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice.	

CONTENT STANDARD / STRAND / DISCIPLINE	DC L.
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CONTENT

DC.CC.6.

Writing Standards

DC.CC.8. L	_anguage	Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / STRAND /		Language Standards Vocabulary Acquisition and Use

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Washington DC Academic Standards

Language Arts

Grade 6 - Adopted: 2010

STANDARD / STRAND / DISCIPLINE	W.	
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.

EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECT ATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

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

		Grade 7 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Grade 8 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT	0.1440	
EXPECTATION / ESSENTIAL SKILL	8.W.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.
ESSENTIAL	DC.CC.8. W.	assess the credibility and accuracy of each source; and quote or paraphrase the data and
ESSENTIAL SKILL CONTENT STANDARD / STRAND /	DC.CC.8.	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.
ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	DC.CC.8.	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. Writing Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
ESSENTIAL	8.L.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	8.L.1. 8.L.1.b.	Demonstrate command of the conventions of standard English grammar and usage
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	8.L.1.b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	8.L.1.b. 8.L.1.d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice. Recognize and correct inappropriate shifts in verb voice and mood.

STUDENT
EXPECTATION /
ESSENTIAL
SKILL

8.L.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington DC Academic Standards

Earlyauge Arts		
		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

	Grade 7 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards	
STANDARD / ESSENTIAL SKILL		Text Types and Purposes	
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	

EXPECTATION	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Grade 8 - Adopted: 2010

OC.CC.8.	
JC.CC.8. I.	Writing Standards
	Text Types and Purposes
3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
OC.CC.8. //.	Writing Standards
	Production and Distribution of Writing
8	3.W.2.a. 3.W.2.b. 3.W.2.c. 3.W.2.f.

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards	
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas	
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards	
STANDARD / ESSENTIAL SKILL		Conventions of Standard English	
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.	
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards	
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use	
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
		Lesson 22: Unit 7 Inventive Writing, p. 187-194	
Washington DC Academic Standards			
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Language Arts

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CONTENT STANDARD / STRAND / DISCIPLINE

W.

DC.CC.6. Writing Standards

STANDARD / ESSENTIAL	Text Types and	Purposes
ESSENTIAL		
SKILI		

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

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

		Grade 7 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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		Grade 8 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards

Conventions of Standard English

STANDARD / ESSENTIAL

SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT	DC.CC.8.	Language Standards
STANDARD / STRAND / DISCIPLINE	L.	
STRAND /	L.	Vocabulary Acquisition and Use

Lesson 23: Unit 7 Inventive Writing, p. 195-200

Washington DC Academic Standards

Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that

preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under

discussion.

EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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CONTENT	
STANDARD	I
STRAND /	
DISCIPLINE	

DC.CC.7. Writing Standards W.

STANDARD /		Text Types and Purposes
ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD /	DC.CC.7. W.	Writing Standards
STRAND / DISCIPLINE		
		Production and Distribution of Writing
STANDARD / ESSENTIAL	7.W.4.	Production and Distribution of Writing 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.)
ST ANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	7.W.4. 7.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL		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.) 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
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	7.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / STRAND /		

Grade 8 - Adopted: 2010			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards	
STANDARD / ESSENTIAL SKILL		Text Types and Purposes	
STUDENT EXPECTATION I ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	

EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts		
		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3.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.
EXPECTATION	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECT ATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
		Review the key ideas expressed and demonstrate understanding of multiple perspectives through
EXPECTATION	6.SL.1.d.	reflection and paraphrasing.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / STRAND /		Language Standards Vocabulary Acquisition and Use
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	L.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	L. 6.L.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	6.L.4.c. DC.CC.6.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DISCIPLINE	•••	
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

DC.CC.8. Writing Standards

CONTENT

STANDARD /

W.

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	V
STANDARD / ESSENTIAL SKILL		F
CTIDENT	C.W.10	

DISCIPLINE

Writing	Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD /	DC.CC.6.	Language Standards
STRAND / DISCIPLINE	L.	
STRAND /	L.	Vocabulary Acquisition and Use

Language Arts

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

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards

ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter
SKILL		time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	
CONTENT STANDARD / STRAND /		audiences.
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		audiences. Speaking and Listening Standards
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	SL.	audiences. Speaking and Listening Standards Comprehension and Collaboration 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

EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Lesson 26: Unit 8 Formal Essay Models, p. 216-226

Lesson 26: Unit 8 Formal Essay Models, p. 216-226

Washington DC Academic Standards

Language Arts

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CONTENT	
STANDARD /	I
STRAND /	
DISCIPLINE	

DC.CC.6.

Reading Standards for Informational Text

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Language Arts
		Grade 7 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL		Production and Distribution of Writing
SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL	7.W.4. 7.W.5.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL		appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 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
STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	7.W.5.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 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.
STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	7.W.5.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 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. Writing Standards

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION I ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

CONTENT
STANDARD /
STRAND /
DISCIPLINE

RI.

DC.CC.8. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards

STANDARD /		
ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
		Writing Standards
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	
STANDARD / STRAND /		Range of Writing
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	W.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	8.W.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	8.W.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards

EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT
STANDARD /
STRAND /
DISCIPLINE

DC.CC.8. Language Standards L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 27: Unit 8 Formal Essay Models, p. 227-232

Washington DC Academic Standards

Language Arts				
Grade 6 - Adopted: 2010				
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text		
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards		
STANDARD / ESSENTIAL SKILL		Text Types and Purposes		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		

SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT	
STANDARD	
STRAND /	
DISCIPLINE	

DC.CC.6. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards		
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	onduct short research projects to answer a question, drawing on several sources and refocusing e inquiry when appropriate.		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards		
STANDARD I ESSENTIAL SKILL		Range of Writing		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards		
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		

EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards		
STANDARD I ESSENTIAL SKILL		Conventions of Standard English		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).		
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards		
STANDARD / ESSENTIAL SKILL		Knowledge of Language		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards		
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Language Arts

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

	Grade 7 - Adopted: 2010			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards		
STANDARD / ESSENTIAL SKILL		Text Types and Purposes		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	ite informative/explanatory texts to examine a topic and convey ideas, concepts, and ormation through the selection, organization, and analysis of relevant content.		
EXPECTATION	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
EXPECTATION	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
EXPECTATION	7.W.2.d.	precise language and domain-specific vocabulary to inform about or explain the topic.		
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards		
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards		
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge		

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards		
STANDARD / ESSENTIAL SKILL		Range of Writing		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter me frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards		
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards		
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas		

STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards		
STANDARD / ESSENTIAL SKILL		Conventions of Standard English		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards		
STANDARD / ESSENTIAL SKILL		Knowledge of Language		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.		
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards		
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
		Washington DC Academic Standards		
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G	rade {	3 - Ad	lopted	d: 201 (

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards

Conventions of Standard English

STANDARD / ESSENTIAL

SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / STRAND /		Language Standards Vocabulary Acquisition and Use

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CONTENT
ST ANDARD /
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STRAND / DISCIPLINE

DC.CC.6. Reading Standards for Literature

STANDARD / STRAND / DISCIPLINE	RL.	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD /	DC.CC.6. RL.	Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT	DO 00 0	Writing Standards
STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	
STANDARD / STRAND /		Production and Distribution of Writing
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	w.	Production and Distribution of Writing 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
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	W. 6.W.4.	Production and Distribution of Writing 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.) With some guidance and support from peers and adults, develop and strengthen writing as

6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
6.W.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.
DC.CC.6. W.	Writing Standards
	Range of Writing
6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DC.CC.6. SL.	Speaking and Listening Standards
	Comprehension and Collaboration
6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DC.CC.6. L.	Language Standards
	Conventions of Standard English
	6.W.10. DC.CC.6. W. 6.SL.1. 6.SL.1.a. 6.SL.1.c.

EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Reading Standards for Literature RL.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.

CONTENT
STANDARD
STRAND /
DISCIPLINE

DC.CC.7. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT
EXPECTATION /
ESSENTIAL
SKILL

7.L.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington DC Academic Standards

Language Arts

		Crode 9 Adented: 2010
		Grade 8 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / STRAND /		Language Standards Vocabulary Acquisition and Use

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Washington DC Academic Standards

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Grade 6 - Adopted: 2010 DC.CC.6. **Reading Standards for Literature** CONTENT STANDARD / RL. STRAND / DISCIPLINE STANDARD / Key Ideas and Details **ESSENTIAL** SKILL STUDENT 6.RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; EXPECTATION / provide a summary of the text distinct from personal opinions or judgments. **ESSENTIAL** SKILL Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how STUDENT 6.RL.3. EXPECTATION / the characters respond or change as the plot moves toward a resolution. **ESSENTIAL** SKILL Reading Standards for Literature CONTENT DC.CC.6. STANDARD / RL. STRAND / DISCIPLINE STANDARD / Craft and Structure **ESSENTIAL**

SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
EXPECTATION	6.L.3.b.	Maintain consistency in style and tone.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

		Grade 7 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / STRAND /		Speaking and Listening Standards Presentation of Knowledge and Ideas
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	SL.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	7.SL.4.	Presentation of Knowledge and Ideas 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.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	7.SL.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. Language Standards

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL		Vocabulary Acquisition and Use
SKILL		

Language Arts

Grade 8 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CONTENT
STANDARD /
STRAND /
DISCIPLINE

DC.CC.8. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Language Arts
		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT
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DISCIPLINE

SL.

DC.CC.6. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards

STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / STRAND /		Language Standards Vocabulary Acquisition and Use

Language Arts

Grade **7** - Adopted: **2010** DC.CC.7. **Reading Standards for Literature** CONTENT STANDARD / STRAND / **DISCIPLINE** STANDARD / **Key Ideas and Details** ESSENTIAL SKILL STUDENT 7.RL.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well EXPECTATION / as inferences drawn from the text. **ESSENTIAL** SKILL STUDENT 7.RL.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the EXPECTATION / characters or plot). **ESSENTIAL** SKILL CONTENT DC.CC.7. **Reading Standards for Literature** STANDARD / RL. STRAND / DISCIPLINE STANDARD / Range of Reading and Level of Text Complexity ESSENTIAL SKILL

STUDENT TRAIL			
STANDARD / STRAND / DISCIPLINE Text Types and Purposes SESENTAL SKILL T.W.2. Write informativelexplanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. EXPECTATION 7.W.2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL T.W.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.) STUDENT SKILL STUDENT T.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, erwising, or trying a new approach, focusing on how well purpose and audience have been addressed. STANDARD / ESSENTIAL SKILL STUDENT D.C.C.7. Writing Standards STANDARD / SSENTIAL SKILL STUDENT T.W.8. Cafter 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 bllowing a standard format for citation. STANDARD / BSSENTIAL SKILL Range of Writing STANDARD / DISCIPLINE STANDARD / DISCIPLINE STANDARD / DISCIPLINE STANDARD / DISCIPLINE STANDARD / SSENTIAL SKILL Range of Writing STANDARD / DISCIPLINE STANDARD / DISCIPLINE	EXPECTATION / ESSENTIAL	7.RL.10.	the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the
STANDARD SSENTIAL SKILL T.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	STANDARD / STRAND /		Writing Standards
Information through the selection, organization, and analysis of relevant content.	ESSENTIAL		Text Types and Purposes
CONTENT STANDARD / STEAND / DISCIPLINE TANDARD / SSENTIAL SKILL Production and Distribution of Writing STANDARD / SSESTIAL SKILL 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.) STUDENT EXPECTATION / ESSENTIAL SKILL T.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W. TANDARD / STANDARD / SSENTIAL SKILL T.W.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. STANDARD / SSESENTIAL Range of Writing Range of Writing	EXPECTATION / ESSENTIAL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STANDARD / BSSENTIAL SKILL STUDENT 7.W.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.) STUDENT 7.W.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. STANDARD / STRAND / DISCIPLINE STUDENT 7.W.8. Research to Build and Present Knowledge STANDARD / ESSENTIAL SKILL STUDENT 7.W.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. STANDARD / STRAND / DISCIPLINE STANDARD / STRAND / BSSENTIAL STANDARD / SSSENTIAL STANDARD / SSSENTIAL	EXPECTATION	7.W.2.b.	
STUDENT TEXPECTATION / SESENTIAL SKILL STANDARD / STANDARD / SESENTIAL SKILL STUDENT TEXPECTATION / SESENTIAL SKILL STANDARD / STRAND / DISCIPLINE STANDARD / SESENTIAL SKILL STANDARD / SESENTIAL STANDARD / SESENTIAL SKILL STANDARD / SESENTIAL	STANDARD / STRAND /		Writing Standards
EXPECTATION / ESSENTIAL SKILL STUDENT	ESSENTIAL		Production and Distribution of Writing
EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / ESSENTIAL SKILL CONTENT STANDARD / ESSENTIAL SKILL STUDENT 7.W.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. ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Writing Standards W. Standards Range of Writing Range of Writing	EXPECTATION / ESSENTIAL	7.W.4.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL T.W.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. STANDARD / STANDARD / DISCIPLINE STANDARD / ESSENTIAL Range of Writing	EXPECTATION / ESSENTIAL	7.W.5.	needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
STUDENT EXPECTATION / ESSENTIAL SKILL 7.W.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. CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Writing Standards Range of Writing Range of Writing	STANDARD / STRAND /		Writing Standards
EXPECTATION / ESSENTIAL CONTENT STANDARD / DISCIPLINE 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. Writing Standards W. Range of Writing Range of Writing	ESSENTIAL		Research to Build and Present Knowledge
STANDARD / W. STRAND / DISCIPLINE STANDARD / Range of Writing ESSENTIAL	EXPECTATION / ESSENTIAL	7.W.8.	assess the credibility and accuracy of each source; and quote or paraphrase the data and
ESSENTIAL	STANDARD / STRAND /		Writing Standards
	ESSENTIAL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / STRAND /		Speaking and Listening Standards Presentation of Knowledge and Ideas
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	SL.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	7.SL.4. DC.CC.7.	Presentation of Knowledge and Ideas 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.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	7.SL.4. DC.CC.7.	Presentation of Knowledge and Ideas 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. Language Standards

CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Washington DC Academic Standards
		Language Arts

	Grade 8 - Adopted: 2010						
) <i> </i>	DC.CC.8. RL.	Reading Standards for Literature					
-		Key Ideas and Details					

CONTENT STANDARD STRAND / DISCIPLINE

STANDARD ESSENTIAL SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.