Main Criteria: Modern World History-Based Writing Lessons

Secondary Criteria: Hawaii Content and Performance Standards

Subject: Language Arts

Grades: 6, 7, 8

Modern World History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

Hawaii Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2025

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.10.	Read and comprehend informational texts appropriately complex for grade 6.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:**

EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **7** - Adopted: **2025**

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.RI.2.**	**Analyze informational text development:**

EXPECTATION / TOPIC	a.	Determine two or more main/central ideas in a text and analyze their development over the course of a text.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.10.	Read and comprehend informational texts appropriately complex for grade 7.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.RI.2.**	**Analyze informational text development:**
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Hawaii Content and Performance Standards

Language Arts

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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.RI.2.**	**Analyze informational text development:**
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.10.	Read and comprehend informational texts appropriately complex for grade 6.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas in a text and analyze their development over the course of a text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.10.	Read and comprehend informational texts appropriately complex for grade 7.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.W.6.**	**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:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Hawaii Content and Performance Standards

Language Arts

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.RI.2.**	**Analyze informational text development:**
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.10.	Read and comprehend informational texts appropriately complex for grade 6.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:**

EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.2.	**Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:**

EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CONTENT STANDARD / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.3.	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.RI.2.**	**Analyze informational text development:**
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas in a text and analyze their development over the course of a text.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.10.	Read and comprehend informational texts appropriately complex for grade 7.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.6.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		Speaking & Listening

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.3.	**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 / TOPIC	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 / TOPIC	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 / COURSE		Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		Reading Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.RI.2.**	**Analyze informational text development:**
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.

EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.W.6.**	**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:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:
EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.RI.2.**	**Analyze informational text development:**

EXPECTATION / TOPIC	a.	Determine a main/central idea of a text.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.10.	Read and comprehend informational texts appropriately complex for grade 6.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.2.**	**Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:**

EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CONTENT STANDARD / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **7** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.2.	Analyze informational text development:

EXPECTATION / TOPIC	a.	Determine two or more main/central ideas in a text and analyze their development over the course of a text.

CONTENT STANDARD / COURSE		Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.10.	Read and comprehend informational texts appropriately complex for grade 7.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2025

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.RI.2.**	**Analyze informational text development:**
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	**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:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	**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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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 05: Unit 3 Retelling Narrative Stories, p. 41-50

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.3.	Analyze literary elements:
EXPECTATION / TOPIC	a.	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 / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.10.	Read and comprehend literary texts appropriately complex for grade 6.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		Speaking & Listening

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:

EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / COURSE		Speaking & Listening

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:

EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CONTENT STANDARD / COURSE		Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **7** - Adopted: **2025**

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RL.10.	Read and comprehend literary texts appropriately complex for grade 7.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.6.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2025

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.2.	Analyze literary text development:
EXPECTATION / TOPIC	a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.3.	Analyze literary elements:
EXPECTATION / TOPIC	a.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, and/or provoke a decision.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.10.	Read and comprehend literary texts appropriately complex for grade 8.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

EXPECTATION / TOPIC	e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.W.6.**	**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:**

EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**

EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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 06: Unit 3 Retelling Narrative Stories, p. 51-60

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.3.	Analyze literary elements:

EXPECTATION / TOPIC	a.	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 / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.10.	Read and comprehend literary texts appropriately complex for grade 6.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:
EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.3.	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 / TOPIC	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 / TOPIC	c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RL.10.	Read and comprehend literary texts appropriately complex for grade 7.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.3.	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 / TOPIC	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 / TOPIC	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.
EXPECTATION / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
EXPECTATION / TOPIC	b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
CONTENT STANDARD / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2025

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.2.	Analyze literary text development:
EXPECTATION / TOPIC	a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.3.	Analyze literary elements:
EXPECTATION / TOPIC	a.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, and/or provoke a decision.
CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.10.	Read and comprehend literary texts appropriately complex for grade 8.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.W.6.**	**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:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.L.3.**	**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 / TOPIC	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 / TOPIC	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.
EXPECTATION / TOPIC	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 / COURSE		Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<div style="text-align:center; border:1px dashed; padding:10px;">Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70</div>

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.RL.3.**	**Analyze literary elements:**
EXPECTATION / TOPIC	a.	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 / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.10.	Read and comprehend literary texts appropriately complex for grade 6.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.2.**	**Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:**

EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CONTENT STANDARD / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RL.10.	Read and comprehend literary texts appropriately complex for grade 7.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.3.	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CONTENT STANDARD / COURSE		Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

| INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |

| INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| **CONTENT STANDARD / COURSE** | | **Reading Literature** |

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |

| INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK | 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 / COURSE** | | **Reading Literature** |

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |

| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **8.RL.2.** | **Analyze literary text development:** |

| EXPECTATION / TOPIC | a. | Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. |

| **CONTENT STANDARD / COURSE** | | **Reading Literature** |

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |

| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **8.RL.3.** | **Analyze literary elements:** |

| EXPECTATION / TOPIC | a. | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, and/or provoke a decision. |

CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.10.	Read and comprehend literary texts appropriately complex for grade 8.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	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:
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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. 71-80

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE	**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / COURSE	**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.RL.3.**	**Analyze literary elements:**

EXPECTATION / TOPIC	a.	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 / COURSE	**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.10.	Read and comprehend literary texts appropriately complex for grade 6.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.2.**	**Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:**

EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CONTENT STANDARD / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RL.10.	Read and comprehend literary texts appropriately complex for grade 7.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.3.	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CONTENT STANDARD / COURSE		Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.RL.2.**	**Analyze literary text development:**
EXPECTATION / TOPIC	a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.RL.3.**	**Analyze literary elements:**
EXPECTATION / TOPIC	a.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, and/or provoke a decision.

CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.10.	Read and comprehend literary texts appropriately complex for grade 8.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	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:
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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. 81-88

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.10.	Read and comprehend informational texts appropriately complex for grade 6.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.2.**	**Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:**
EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CONTENT STANDARD / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **7** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas in a text and analyze their development over the course of a text.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.10.	Read and comprehend informational texts appropriately complex for grade 7.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.6.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:

EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2025

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.RI.2.**	**Analyze informational text development:**
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.

CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.W.6.**	**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:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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 10: Unit 4 Summarizing a Reference, p. 89-98

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.RI.2.**	**Analyze informational text development:**
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.10.	Read and comprehend informational texts appropriately complex for grade 6.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.2.**	**Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:**

EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CONTENT STANDARD / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **7** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

| INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK | 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. |

| **CONTENT
STANDARD /
COURSE** | | **Reading Informational** |

| **STANDARD /
PERFORMANCE
INDICATOR /
DOMAIN** | | **Key Ideas and Details** |

| **INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK** | **7.RI.2.** | **Analyze informational text development:** |

| EXPECTATION /
TOPIC | a. | Determine two or more main/central ideas in a text and analyze their development over the course of a text. |

| **CONTENT
STANDARD /
COURSE** | | **Reading Informational** |

| **STANDARD /
PERFORMANCE
INDICATOR /
DOMAIN** | | **Key Ideas and Details** |

| INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK | 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 /
COURSE** | | **Reading Informational** |

| **STANDARD /
PERFORMANCE
INDICATOR /
DOMAIN** | | **Craft and Structure** |

| INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK | 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 /
COURSE** | | **Reading Informational** |

| **STANDARD /
PERFORMANCE
INDICATOR /
DOMAIN** | | **Range of Reading and Level of Text Complexity** |

| INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK | 7.RI.10. | Read and comprehend informational texts appropriately complex for grade 7. |

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.6.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2025

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.RI.2.**	**Analyze informational text development:**
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.W.6.**	**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:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<div style="text-align:center">Lesson 11: Unit 4 Summarizing a Reference, p. 99-106</div>

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.2.	Analyze informational text development:

EXPECTATION / TOPIC	a.	Determine a main/central idea of a text.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.10.	Read and comprehend informational texts appropriately complex for grade 6.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.2.**	**Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:**
EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.RI.2.**	**Analyze informational text development:**

EXPECTATION / TOPIC	a.	Determine two or more main/central ideas in a text and analyze their development over the course of a text.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.10.	Read and comprehend informational texts appropriately complex for grade 7.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.6.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.3.	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	Analyze informational text development:

EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	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:
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / COURSE	**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN	**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.RI.2.**	**Analyze informational text development:**

EXPECTATION / TOPIC	a.	Determine a main/central idea of a text.

CONTENT STANDARD / COURSE	**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN	**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN	**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN	**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.10.	Read and comprehend informational texts appropriately complex for grade 6.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:
EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.RI.2.**	**Analyze informational text development:**

EXPECTATION / TOPIC	a.	Determine two or more main/central ideas in a text and analyze their development over the course of a text.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.10.	Read and comprehend informational texts appropriately complex for grade 7.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.W.6.**	**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:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:**

EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.2.**	**Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:**
EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.6.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:

EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2025

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	**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:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:**

EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.2.**	**Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:**

EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CONTENT STANDARD / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.6.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	**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:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Hawaii Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2025

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.2.**	**Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:**
EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **7** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

EXPECTATION / TOPIC	e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	**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:**

EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**

EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 8.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Hawaii Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2025

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.RI.2.**	**Analyze informational text development:**
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.10.	Read and comprehend informational texts appropriately complex for grade 6.

CONTENT STANDARD / COURSE	**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.2.**	**Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:**
EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **7** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.2.	Analyze informational text development:

EXPECTATION / TOPIC	a.	Determine two or more main/central ideas in a text and analyze their development over the course of a text.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.10.	Read and comprehend informational texts appropriately complex for grade 7.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.6.	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.RI.2.**	**Analyze informational text development:**

EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	**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:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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. 157-172

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.RI.2.**	**Analyze informational text development:**

EXPECTATION / TOPIC	a.	Determine a main/central idea of a text.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.10.	Read and comprehend informational texts appropriately complex for grade 6.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:
EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **7** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.RI.2.**	**Analyze informational text development:**

EXPECTATION / TOPIC	a.	Determine two or more main/central ideas in a text and analyze their development over the course of a text.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.10.	Read and comprehend informational texts appropriately complex for grade 7.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2025

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.RI.2.**	**Analyze informational text development:**

EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.W.6.**	**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:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		

CONTENT STANDARD / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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 18: Unit 6 Summarizing Multiple References, p. 173-182

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.RI.2.**	**Analyze informational text development:**
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.10.	Read and comprehend informational texts appropriately complex for grade 6.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:**

EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources.

EXPECTATION / TOPIC	e.	Provide basic bibliographic information for sources.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:**

EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:
EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas in a text and analyze their development over the course of a text.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.10.	Read and comprehend informational texts appropriately complex for grade 7.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.5.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.W.6.**	**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:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2025

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.RI.2.**	**Analyze informational text development:**
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.10.	Read and comprehend informational texts appropriately complex for grade 6.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.6.	Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources.
EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	e.	Provide basic bibliographic information for sources.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:
EXPECTATION / TOPIC	a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.RI.2.**	**Analyze informational text development:**
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas in a text and analyze their development over the course of a text.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.10.	Read and comprehend informational texts appropriately complex for grade 7.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.5.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.6.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 7.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE	**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE	**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.RI.2.**	**Analyze informational text development:**

EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.

CONTENT STANDARD / COURSE	**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	**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:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		Speaking & Listening

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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 20: Unit 7 Inventive Writing, p. 195-202

Hawaii Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2025

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.

EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.6.	Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.

EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.W.6.**	**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:**
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:**

EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:**

EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**

EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2025

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	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:
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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. 213-220

Hawaii Content and Performance Standards

Language Arts

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)
CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.6.	Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.6.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.W.6.**	**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:**

EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**

EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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 23: Unit 7 Inventive Writing, p. 221-228

Hawaii Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2025

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:**
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

<div align="center">Grade 7 - Adopted: 2025</div>

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2025

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.W.6.**	**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:**
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.6.	Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **7** - Adopted: **2025**

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.6.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2025

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	**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:**
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Conventions of English**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.L.1.**	**Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:**
EXPECTATION / TOPIC	a.	Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CONTENT STANDARD / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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 25: Unit 8 Formal Essay Models, p. 239-248

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Provide basic bibliographic information for sources.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.5.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:**

EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2025

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.W.6.**	**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:**

EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	a.	Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

CONTENT STANDARD / COURSE		Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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. 249-260

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE	**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE	**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE	**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE	**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE	**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.RI.2.**	**Analyze informational text development:**
EXPECTATION / TOPIC	a.	Determine a main/central idea of a text.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.10.	Read and comprehend informational texts appropriately complex for grade 6.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources.
EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Provide basic bibliographic information for sources.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

<div align="center">Grade 7 - Adopted: 2025</div>

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.RI.2.**	**Analyze informational text development:**

EXPECTATION / TOPIC	a.	Determine two or more main/central ideas in a text and analyze their development over the course of a text.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.10.	Read and comprehend informational texts appropriately complex for grade 7.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.5.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.6.	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

| | 7.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | | |

Hawaii Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2025

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.RI.2.**	**Analyze informational text development:**

EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	**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:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Conventions of English**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.L.1.**	**Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:**
EXPECTATION / TOPIC	a.	Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Hawaii Content and Performance Standards

Language Arts

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.6.	Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources.
EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Provide basic bibliographic information for sources.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.5.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	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:
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	a.	Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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 28: Unit 9 Formal Critique and Response to Literature, p. 267-275

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.3.	Analyze literary elements:
EXPECTATION / TOPIC	a.	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 / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.10.	Read and comprehend literary texts appropriately complex for grade 6.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Provide basic bibliographic information for sources.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RL.10.	Read and comprehend literary texts appropriately complex for grade 7.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.5.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.6.	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.3.	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.RL.2.**	**Analyze literary text development:**

EXPECTATION / TOPIC	a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

CONTENT STANDARD / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.RL.3.**	**Analyze literary elements:**

EXPECTATION / TOPIC	a.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, and/or provoke a decision.

CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.10.	Read and comprehend literary texts appropriately complex for grade 8.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	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:
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	a.	Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CONTENT STANDARD / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.2.	Analyze literary text development:
EXPECTATION / TOPIC	a.	Determine a theme of a text and how it is conveyed through particular details.
EXPECTATION / TOPIC	b.	Incorporate a theme and story details into an objective summary of the text.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.3.	Analyze literary elements:
EXPECTATION / TOPIC	a.	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 / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Provide basic bibliographic information for sources.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:**

EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RL.2.	Analyze literary text development:
EXPECTATION / TOPIC	a.	Determine a theme of a text and analyze its development over the course of the text.
EXPECTATION / TOPIC	b.	Incorporate the development of a theme and other story details into an objective summary of the text.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.5.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.W.6.**	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2025

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.RL.2.**	**Analyze literary text development:**
EXPECTATION / TOPIC	a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
EXPECTATION / TOPIC	b.	Incorporate a theme and its relationship to other story elements into an objective summary of the text.
CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.3.	Analyze literary elements:
EXPECTATION / TOPIC	a.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, and/or provoke a decision.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.W.6.**	**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:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Conventions of English**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.L.1.**	**Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:**
EXPECTATION / TOPIC	a.	Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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 30: Unit 9 Formal Critique and Response to Literature, p. 281-291

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2025**

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**6.RL.3.**	**Analyze literary elements:**
EXPECTATION / TOPIC	a.	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 / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RL.10.	Read and comprehend literary texts appropriately complex for grade 6.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.4.	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. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.W.6.	Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Provide basic bibliographic information for sources.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2025

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RL.10.	Read and comprehend literary texts appropriately complex for grade 7.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.5.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.W.6.	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.RL.2.**	**Analyze literary text development:**

EXPECTATION / TOPIC	a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

CONTENT STANDARD / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**8.RL.3.**	**Analyze literary elements:**

EXPECTATION / TOPIC	a.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, and/or provoke a decision.

CONTENT STANDARD / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.10.	Read and comprehend literary texts appropriately complex for grade 8.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	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:
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.

EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:**

EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Conventions of English**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.1.	**Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:**

EXPECTATION / TOPIC	a.	Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

CONTENT STANDARD / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.