Main Criteria: Wonders of Science Writing Lessons

Secondary Criteria: Hawaii Content and Performance Standards

Subject: Language Arts

Grades: 6, 7, 8

Wonders of Science Writing Lessons

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

Hawaii Content and Performance Standards

		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 ST ANDARD / 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 ST ANDARD / 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

NDICATOR / GRADE LEVEL EXPECTATION / DOMAIN
GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / TOPIC Reading Informational Key Ideas and Details Key Ideas and Details Key Ideas and Details Key Ideas and Details Analyze informational text development: EXPECTATION / TOPIC CONTENT STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL INDICATOR / GRADE LEVEL INDICATOR / GRADE LEVEL INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK Key Ideas and Details Key Ideas and Details Key Ideas and Details Key Ideas and Details Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK Key Ideas and Details Key Ideas and Details Key Ideas and Details Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK BENCHMARK Determine a main/central idea of a text. Reading Informational Key Ideas and Details Key Ideas and Details 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 STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK Reading Informational Key Ideas and Details Key Ideas and Details Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK Key Ideas and Details Key Ideas and Details Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / DOMAIN 6.Rl.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). EXPECTATION / BENCHMARK
GRADE LEVEL text (e.g., through examples or anecdotes). EXPECTATION / BENCHMARK
CONTENT Booding Informational
CONTENT Reading Informational STANDARD / COURSE
STANDARD / Craft and Structure PERFORMANCE INDICATOR / DOMAIN
INDICATOR / 6.Rl.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. EXPECTATION / BENCHMARK
CONTENT Reading Informational STANDARD / COURSE

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	
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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

Hawaii Content and Performance Standards

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 /		Craft and Structure
DOMAIN		
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.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 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.Rl.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.Rl.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.

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

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 /	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.
BENCHMARK		
CONTENT STANDARD / COURSE		Reading Anchor Standards
CONTENT STANDARD /		Reading Anchor Standards Range of Reading and Level of Text Complexity
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	R.10.	
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	R.10.	Range of Reading and Level of Text Complexity
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	R.10.	Range of Reading and Level of Text Complexity Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	R.10.	Range of Reading and Level of Text Complexity Read and comprehend complex literary and informational texts independently and proficiently. Writing 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.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 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.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / 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 ST ANDARD / 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 /	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.
BENCHMARK		

Lesson 02: Unit 2 Writing from Notes, p. 17-26

Hawaii Content and Performance Standards

		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 ST ANDARD / 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 ST ANDARD / 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).

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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

		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.

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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.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 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.Rl.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / 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 EXPECT ATION / 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

ST ANDARD / 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
ST ANDARD / 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

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.

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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.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.

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.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / 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

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	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;
EXPECTATION / BENCHMARK		demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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).

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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

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.

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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.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 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.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / 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

ST ANDARD / 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
ST ANDARD / 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

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.

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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.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.

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.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / 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 ST ANDARD / 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

		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 ST ANDARD / 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 /	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
BENCHMARK		term important to comprehension or expression.

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).

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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

		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.

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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.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 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.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT ST ANDARD / 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

ST ANDARD / 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
ST ANDARD / 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

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.

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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.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.

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.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / 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 ST ANDARD / 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

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.

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

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	I
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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 ST ANDARD / 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		Language
STANDARD / COURSE		Language
STANDARD /		Vocabulary Acquisition and Use
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	7.L.3.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	7.L.3. a.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Vocabulary Acquisition and Use 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: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	Vocabulary Acquisition and Use 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: 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. 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
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC EXPECTATION / TOPIC	a. c.	Vocabulary Acquisition and Use 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: 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. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
EXPECTATION / TOPIC	a.	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
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 /	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

BENCHMARK

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 Language Anchor Standards STANDARD /

COURSE

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		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.9.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works from around the world, including describing how the material is rendered new.
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
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

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.

Reading Anchor Standards

CONTENT STANDARD /

COURSE

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 ST ANDARD / 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.

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 /		Text Types and Purposes
PERFORMANCE INDICATOR / DOMAIN		
PERFORMANCE INDICATOR /	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	6.W.3. a.	Write narratives to develop real or imagined experiences or events using effective
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: Engage and orient the reader by establishing a context and introducing a narrator and/or
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences,
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	a. b.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC EXPECTATION / TOPIC	a. b.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey

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

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	I
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	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

INIDIOATOR /		
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 EXPECT ATION / 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 /		Speaking & Listening
COURSE		
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
STANDARD / PERFORMANCE INDICATOR /	7.SL.4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	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
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	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.
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	7.L.3.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language

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 ST ANDARD / 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

Carlos Alexandres			
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:

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.

BENCHMARK

TOPIC

EXPECTATION /

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
PERFORMANCE INDICATOR /	8.W.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	8.W.2. b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Writing
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective

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	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT ST ANDARD / 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.

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.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

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.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	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		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.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

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 ST ANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR /	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GRADE LEVEL EXPECTATION / BENCHMARK		
EXPECTATION /		Writing Anchor Standards
EXPECTATION / BENCHMARK CONTENT STANDARD /		Writing Anchor Standards Text Types and Purposes
EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	W.2.	
EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	W.2. W.3.	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly

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		

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
	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		
GRADE LEVEL EXPECTATION /	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.
GRADE LEVEL EXPECTATION / BENCHMARK	a. b.	
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION /		narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences,
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	b.	narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC EXPECTATION / TOPIC	b. c.	narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the

STANDARD /		Production and Distribution of Writing
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		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:

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.

BENCHMARK

TOPIC

EXPECTATION /

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
PERFORMANCE INDICATOR /	8.W.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	8.W.2. b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Writing
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective

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	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT ST ANDARD / COURSE		Speaking & Listening
ST ANDARD / 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	I	
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.

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
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECT ATION / 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 EXPECT ATION / 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		Writing
STANDARD /		Writing Research to Build and Present Knowledge
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	6.W.6.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	6.W.6.	Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /		Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate: Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate: Quote or paraphrase the data and conclusions of others while avoiding plagiarism. Speaking & Listening

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

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
PERFORMANCE INDICATOR /	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.
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	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
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	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.
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	L.5. 7.RL.1.	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. 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	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	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.

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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 /		Language Vocabulary Acquisition and Use

Hawaii Content and Performance Standards

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.

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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.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	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 /	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop
TOPIC		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 /		Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one

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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 /		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.
	L	esson 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

CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN 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. EXPECTATION / BENCHMARK

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.

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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.Rl.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.Rl.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	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
ST ANDARD / 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.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 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.Rl.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR /		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / 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	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	ı
COURSE	

Speaking & Listening

ST ANDARD / 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

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.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 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
PERFORMANCE INDICATOR /	8.RI.10.	Range of Reading and Level of Text Complexity Read and comprehend informational texts appropriately complex for grade 8.
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	8.Rl.10.	
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8. Writing
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		Read and comprehend informational texts appropriately complex for grade 8. Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and

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 /		Writing Research to Build and Present Knowledge
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	8.W.6.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	8.W.6.	Research to Build and Present Knowledge Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused

CONTENT STANDARD / COURSE

Speaking & Listening

ST ANDARD /		Comprehension and Collaboration
PERFORMANCE INDICATOR / DOMAIN		Comprehension and Conaporation
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. 89-96

Hawaii Content and Performance Standards

		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 ST ANDARD / 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 ST ANDARD / 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.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 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	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.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 ST ANDARD / 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 Δrts			

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.

STANDARD / COURSE		
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.Rl.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD /		Range of Reading and Level of Text Complexity
PERFORMANCE INDICATOR / DOMAIN		
INDICATOR /	7.RI.10.	Read and comprehend informational texts appropriately complex for grade 7.
INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	7.Rl.10.	Read and comprehend informational texts appropriately complex for grade 7. Writing
INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	7.Rl.10.	

Reading Informational

CONTENT

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 ST ANDARD / COURSE		Writing
ST ANDARD / 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 ST ANDARD / 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 /		Speaking & Listening Presentation of Knowledge and Ideas
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	7.SL.4.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	7.SL.4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	7.SL.4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language

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.
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Hawaii Content and Performance Standards

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

STANDARD /		Comprehension and Collaboration
PERFORMANCE INDICATOR / DOMAIN		
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 /		Writing Text Types and Purposes
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	8.W.2.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	8.W.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	a. b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among

ST ANDARD / 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 ST ANDARD / 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		Writing
ST ANDARD / COURSE		
		Research to Build and Present Knowledge
STANDARD / PERFORMANCE INDICATOR /	8.W.6.	Research to Build and Present Knowledge 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:
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	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
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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:
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION /	d.	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: Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /	d.	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: Quote or paraphrase the data and conclusions of others while avoiding plagiarism. Follow a standard format for citation.

CONTENT

Writing

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 /		Vocabulary Acquisition and Use
DOMAIN		

Lesson 11: Unit 4 Summarizing a Reference, p. 97-106

Hawaii Content and Performance Standards

Crade 6 Adopted: 2025			
		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 /		Comprehension and Collaboration
DOMAIN		
	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.
INDICATOR / GRADE LEVEL EXPECTATION /	L.3.	context clues, analyzing meaningful word parts, and consulting general and specialized reference
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	L.3.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	L.3.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Language Anchor Standards

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 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.Rl.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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

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

Reading Anchor Standards

CONTENT

STANDARD / COURSE

ST ANDARD / 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

ST ANDARD / 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.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 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
ST ANDARD / 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.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / 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 /		Writing Text Types and Purposes
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	7.W.2.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	7.W.2. a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, 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
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC EXPECTATION / TOPIC	a. b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and

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 /		Writing Research to Build and Present Knowledge
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	7.W.6.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	7.W.6.	Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	d.	Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation: Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD /	d.	Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation: Quote or paraphrase the data and conclusions of others while avoiding plagiarism. Follow a standard format for citation.

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

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.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 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 ST ANDARD / 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.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 12: Unit 4 Summarizing a Reference, p. 107-119

Hawaii Content and Performance Standards

		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 ST ANDARD / COURSE		Writing Anchor Standards
ST ANDARD / 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 ST ANDARD / 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.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 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 ST ANDARD / 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	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.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

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	

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.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.

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.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.Rl.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	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 /		Speaking & Listening Presentation of Knowledge and Ideas
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	7.SL.4.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	7.SL.4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	7.SL.4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases

CONTENT	
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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

		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.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 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.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / 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	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 ST ANDARD / 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		Language
ST ANDARD / COURSE		Language
STANDARD /		Vocabulary Acquisition and Use

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Hawaii Content and Performance Standards

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.
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 /		Writing Anchor Standards

STANDARD / COURSE

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR /	W.4.	Develop and strengthen writing that is appropriate to task purpose, and audience by planning.

GRADE LEVEL EXPECTATION / BENCHMARK 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

ST ANDARD / 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	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	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		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.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 ST ANDARD / 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

DOMAIN

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 Informational
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 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.Rl.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL	7.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning

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and tone.

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Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.Rl.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	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	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	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 /		Comprehension and Collaboration
PERFORMANCE INDICATOR / DOMAIN		
PERFORMANCE INDICATOR /	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:
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	7.SL.1. a.	teacherled) with diverse partners on grade 7 topics, texts, and issues, building on
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly: 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
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly: 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. Pose questions that elicit elaboration and respond to others' questions and comments with
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	a. C.	teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly: 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. 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.

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
ST ANDARD / 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.

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

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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.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.

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
ST ANDARD / 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	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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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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		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.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	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		Writing

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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		Presentation of Knowledge and Ideas
INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR /	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.
INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	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,
INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	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.
INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	6.S.L.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. Language

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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.

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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	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR /		Text Types and Purposes
DOMAIN		
	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:
DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	7.W.3. a.	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		technique, relevant descriptive details, and well-structured event sequences: Engage and orient the reader by establishing a context and point of view and introducing a
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences,
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	a. b.	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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from

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 /		Speaking & Listening Comprehension and Collaboration
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	7.SL.1.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	7.SL.1. a.	Comprehension and Collaboration 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
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Comprehension and Collaboration 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: 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
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	Comprehension and Collaboration 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: 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.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	a. c.	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: 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. 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.

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	C.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CONTENT STANDARD / 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.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	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 /		Writing
COURSE		
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
STANDARD / PERFORMANCE INDICATOR /	8.W.6.	Research to Build and Present Knowledge 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:
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	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
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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:
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	d.	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: Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /	d.	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: Quote or paraphrase the data and conclusions of others while avoiding plagiarism. Follow a standard format for citation.
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	d.	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: Quote or paraphrase the data and conclusions of others while avoiding plagiarism. Follow a standard format for citation. Speaking & Listening

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 ST ANDARD / 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	C.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CONTENT STANDARD / 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 15: Unit 5 Writing from Pictures, p. 139-147

Hawaii Content and Performance Standards

Language Arts

Grade 6 - Adopted: 202!

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.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	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		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		Speaking & Listening
STANDARD / COURSE		
		Presentation of Knowledge and Ideas
STANDARD / PERFORMANCE INDICATOR /	6.SL.4.	Presentation of Knowledge and Ideas 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.
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	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,
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	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.
STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	6.S.L.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. Language

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.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	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	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 /	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.
BENCHMARK		

Hawaii Content and Performance Standards

CONTENT	
STANDARD	
COURSE	

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 /	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
BENCHMARK		term important to comprehension or expression.

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	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	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 ST ANDARD / 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 16: Unit 6 Summarizing Multiple References, p. 147-156

Hawaii Content and Performance Standards

		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 /		Speaking and Listening Anchor Standards Comprehension and Collaboration
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	SL.1.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	SL.1.	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	SL.1.	Comprehension and Collaboration 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.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	SL.1.	Comprehension and Collaboration 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. 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 ST ANDARD / 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 /		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 ST ANDARD / 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.
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 /	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	Key Ideas and Details
INDICATOR /	
DOMAIN	

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

STANDARD PERFORMANCE NDICATOR OMAIN	CONTENT STANDARD / COURSE		Reading Informational
CONTENT STANDARD / PERFORMANCE INDICATOR / CRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / CRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / CRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / CRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / CRADE LEVEL EXPECTATION / BENCHMARK Reading Informational CONTENT STANDARD / PERFORMANCE INDICATOR / CRADE LEVEL EXPECTATION / BENCHMARK Reading Informational CONTENT STANDARD / PERFORMANCE INDICATOR / RADGE LEVEL EXPECTATION / BENCHMARK Reading Informational CONTENT STANDARD / PERFORMANCE INDICATOR / RADGE LEVEL EXPECTATION / BENCHMARK Reading Informational CONTENT STANDARD / PERFORMANCE INDICATOR / RADGE LEVEL EXPECTATION / BENCHMARK Reading Informational CONTENT STANDARD / PERFORMANCE INDICATOR / RADGE LEVEL EXPECTATION / BENCHMARK Reading Informational CONTENT STANDARD / PERFORMANCE INDICATOR / RADGE LEVEL EXPECTATION / BENCHMARK Reading Informational CONTENT STANDARD / PERFORMANCE INDICATOR / RADGE LEVEL EXPECTATION / BENCHMARK Reading Informational RADGE / RADG	PERFORMANCE INDICATOR /		Key Ideas and Details
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC STANDARD / PERFORMANCE INDICATOR / TOPIC CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / CRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / Reading Informational STANDARD / PERFORMANCE INDICATOR / Reading Informational STANDARD / PERFORMANCE INDICATOR / PERFORMANCE INDIC	GRADE LEVEL EXPECTATION /	7.Rl.1.	
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC CONTENT STANDARD / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC CONTENT STANDARD / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC TANDARD / DERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / DOMAIN Reading Informational STANDARD / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / DOMAIN Reading Informational CONTENT STANDARD / DOMAIN Reading Informational CONTENT STANDARD / BENCHMARK CONTENT STANDARD / BENCHMARK CONTENT STANDARD / BENCHMARK Reading Informational CONTENT STANDARD / BENCHMARK CONTENT STANDARD / BENCHMARK Reading Informational CONTENT STANDARD / BENCHMARK Reading Informational CONTENT STANDARD / PERFORMANCE INDICATOR / I	STANDARD /		Reading Informational
EXPECTATION / BENCHMARK 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 STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK Reading Informational CONTENT STANDARD / GRADE LEVEL EXPECTATION / BENCHMARK Reading Informational Range of Reading and Level of Text Complexity Range of Reading and Level of Text Complexity	PERFORMANCE INDICATOR /		Key Ideas and Details
CONTENT STANDARD / PERFORMANCE INDICATOR / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / Reading Informational CONTENT STANDARD / COURSE STANDARD / Reading Informational Range of Reading and Level of Text Complexity PERFORMANCE INDICATOR / PERFORMANCE INDI	GRADE LEVEL EXPECTATION /	7.RI.2.	Analyze informational text development:
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK Reading Informational CONTENT STANDARD / PERFORMANCE INDICATOR / STANDARD / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / BENCHMARK Reading Informational Reading Informational Reading Informational Reading Informational Reading Informational		a.	
PERFORMANCE INDICATOR / DOMAIN	STANDARD /		Reading Informational
GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / DOMAIN 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 / BENCHMARK Reading Informational Reading Informational Range of Reading and Level of Text Complexity	PERFORMANCE INDICATOR /		Key Ideas and Details
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / Range of Reading and Level of Text Complexity Range of Reading and Level of Text Complexity	GRADE LEVEL EXPECTATION /	7.Rl.3.	
INDICATOR / DOMAIN INDICATOR / T.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 STANDARD / PERFORMANCE INDICATOR / Range of Reading and Level of Text Complexity	STANDARD /		Reading Informational
GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE Reading Informational Range of Reading and Level of Text Complexity Range of Reading and Level of Text Complexity	PERFORMANCE INDICATOR /		Craft and Structure
STANDARD / COURSE STANDARD / Range of Reading and Level of Text Complexity PERFORMANCE INDICATOR /	GRADE LEVEL EXPECTATION /	7.Rl.4.	connotative, and technical meanings; analyze the impact of a specific word choice on meaning
PERFORMANCE INDICATOR /	STANDARD /		Reading Informational
	PERFORMANCE INDICATOR /		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 /		Writing
COURSE		
		Text Types and Purposes
STANDARD / PERFORMANCE INDICATOR /	7.W.3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	7.W.3. b.	Write narratives to develop real or imagined experiences or events using effective
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences,
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	b.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /	b.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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	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 /		Speaking & Listening Comprehension and Collaboration
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	7.SL.1.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	7. SL.1. a.	Comprehension and Collaboration 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
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Comprehension and Collaboration 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: 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
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	Comprehension and Collaboration 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: 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.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	a. c.	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: 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. 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.
STANDARD / COURSE STANDARD / PERFORMANCE INDICAT OR / DOMAIN INDICAT OR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD /	a. c.	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: 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. 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. Acknowledge new information expressed by others and, when warranted, modify their own views.

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.
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Hawaii Content and Performance Standards

		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
ST ANDARD / 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 /		Writing Anchor Standards Production and Distribution of Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	W.4.	

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.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / 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 /		Writing Production and Distribution of Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	8.W.4.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	8.W.4.	Production and Distribution of Writing 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
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	8.W.4.	Production and Distribution of Writing 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.)
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	8.W.4.	Production and Distribution of Writing 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.) Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		Production and Distribution of Writing 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.) Writing Research to Build and Present Knowledge Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused

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.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

		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		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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 ST ANDARD / COURSE		Writing Anchor Standards
STANDARD /		Writing Anchor Standards Production and Distribution of Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	W.4.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	W.4.	Production and Distribution of Writing Develop and strengthen writing that is appropriate to task, purpose, and audience by planning,
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	W.4.	Production and Distribution of Writing Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	W.4.	Production and Distribution of Writing Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. Writing Anchor Standards

ST ANDARD / 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.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 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.Rl.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		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	6.RI.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

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 /		Text Types and Purposes
DOMAIN		
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:
INDICATOR / GRADE LEVEL EXPECTATION /	6.W.3.	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		technique, relevant descriptive details, and well-structured event sequences: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences,
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to convey
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /	b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

STANDARD / **COURSE**

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		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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

COURSE

DOMAIN

STANDARD / PERFORMANCE INDICATOR /

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 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.Rl.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CONTENT	
STANDARD	ı
COURSE	

Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.Rl.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 EXPECT ATION / 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	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.

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Writing

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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

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		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.

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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.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 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.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.Rl.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 EXPECT ATION / 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		Vocabulary Acquisition and Use
INDICATOR /	8.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases
GRADE LEVEL EXPECTATION / BENCHMARK		based on grade 8 reading and content, choosing flexibly from a range of strategies:
EXPECTATION /	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 / EXPECTATION /	a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION /		Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD /		Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Lesson 18: Unit 6 Summarizing Multiple References, p. 173-182

Hawaii Content and Performance Standards

Language Arts

Grade **6** - Adopted: **202**!

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 ST ANDARD / 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 ST ANDARD / 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.

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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	С.	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 EXPECT ATION / 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.

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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.

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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

	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.Rl.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	ı
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

	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 ST ANDARD / 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		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 19: Unit 6 Summarizing Multiple References, p. 183-194

Hawaii Content and Performance Standards

		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.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 Informational
CT AND ADD /		Key Ideas and Details
STANDARD / PERFORMANCE INDICATOR / DOMAIN		
PERFORMANCE INDICATOR /	6.RI.2.	Analyze informational text development:

EXPECTATION / TOPIC	a.	Determine a main/central idea of a text.
CONTENT ST ANDARD / COURSE		Reading Informational
ST ANDARD / 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 /		Writing
COURSE		
		Production and Distribution of Writing
STANDARD / PERFORMANCE INDICATOR /	6.W.4.	Production and Distribution of Writing 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.)
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	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
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	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.)
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	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.) Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		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.) Writing Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and

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 /		Speaking & Listening Presentation of Knowledge and Ideas
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	6.SL.4.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	6.SL.4.	Presentation of Knowledge and Ideas 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,
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	6.SL.4.	Presentation of Knowledge and Ideas 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.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	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. Language
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		Presentation of Knowledge and Ideas 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. Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases

CONTENT	
STANDARD	ı
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

		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.

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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.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 Informational
ST ANDARD / 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.Rl.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / 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 /		Writing Text Types and Purposes
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	7.W.2.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	7.W.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, 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
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC EXPECTATION / TOPIC	a. b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and

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 /	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)

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Vocabulary Acquisition and Use

inferred meaning in context or in a dictionary).

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.

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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.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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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	С.	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.

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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.

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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

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.

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.Rl.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.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the

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inferred meaning in context or in a dictionary).

STANDARD /	Vocabulary Acquisition and Use
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INDICATOR /	
DOMAIN	

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 ST ANDARD / 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.

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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 /		Vocabulary Acquisition and Use

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.

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.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 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

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
PERFORMANCE INDICATOR /	8.L.5.	Vocabulary Acquisition and Use 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 **Reading Anchor Standards** CONTENT STANDARD / COURSE STANDARD / Key Ideas and Details PERFORMANCE INDICATOR / **DOMAIN** INDICATOR / R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite **GRADE LEVEL** specific textual evidence when writing or speaking to support conclusions drawn from the text. EXPECTATION / BENCHMARK INDICATOR / R.2. Determine main/central ideas or themes of a text and analyze their development; summarize the **GRADE LEVEL** key supporting details and ideas. EXPECTATION / BENCHMARK R.3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. INDICATOR / **GRADE LEVEL** EXPECTATION /

BENCHMARK

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

Speaking and Listening Anchor Standards

Comprehension and Collaboration

EXPECTATION / BENCHMARK

CONTENT

STANDARD / COURSE

STANDARD /

PERFORMANCE INDICATOR / DOMAIN

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.
		Review the key ideas expressed and demonstrate understanding of multiple perspectives through

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

	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.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.

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.Rl.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / 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
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / COURSE	7.Rl.4.	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). Reading Informational Craft and Structure 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. Reading Informational Range of Reading and Level of Text Complexity Writing

Reading Informational

CONTENT

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
ST ANDARD / 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

		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
ST ANDARD / 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.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 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 /		Vocabulary Acquisition and Use

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Hawaii Content and Performance Standards

Language Arts

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

Reading Anchor Standards

CONTENT

STANDARD / COURSE

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 ST ANDARD / 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
ST ANDARD / 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 /		Writing Text Types and Purposes
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	6.W.2.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	6.W.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic; 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	a. b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic; 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. 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		Speaking & Listening
ST ANDARD /		Speaking & Listening Comprehension and Collaboration
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	6.SL.1.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	6.SL.1. a.	Comprehension and Collaboration 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
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Comprehension and Collaboration 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: 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
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	Comprehension and Collaboration 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: 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.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	a. c.	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: 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. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through

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		Key Ideas and Details

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

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 /		Text Types and Purposes
PERFORMANCE INDICATOR / DOMAIN		
INDICATOR /	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 / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly
INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	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 / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	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. Writing Anchor Standards

STANDARD / PERFORMANCE		Comprehension and Collaboration
INDICATOR / DOMAIN		
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.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 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.Rl.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	7.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE		Range of Reading and Level of Text Complexity
INDICATOR / DOMAIN		
	7.Rl.10.	Read and comprehend informational texts appropriately complex for grade 7.
INDICATOR / GRADE LEVEL EXPECTATION /	7.Rl.10.	Read and comprehend informational texts appropriately complex for grade 7. Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	7.Rl.10.	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	7.RI.10.	Writing

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 /	e.	Follow a standard format for citation.

TOPIC

CONTENT STANDARD / COURSE

Speaking & Listening

STANDARD /		Comprehension and Collaboration
PERFORMANCE INDICATOR / DOMAIN		
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 ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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

		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.
	a.	
TOPIC CONTENT STANDARD /	a.	relationship to supporting details.
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	a. 8.Rl.4.	relationship to supporting details. Reading Informational
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		relationship to supporting details. Reading Informational Craft and Structure 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
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /		Reading Informational Craft and Structure 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		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 /		Production and Distribution of Writing

INDICATOR / DOMAIN

PERFORMANCE

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	I
COURSE	

EXPECTATION /

TOPIC

a.

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:

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 23: Unit 7 Inventive Writing, p. 221-228

Hawaii Content and Performance Standards

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	
ST ANDARD	
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
ST ANDARD / 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.Rl.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD / 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 /		Writing
COURSE		
		Text Types and Purposes
STANDARD / PERFORMANCE INDICATOR /	6.W.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic; 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
STANDARD / PERFORMANCE INDICAT OR / DOMAIN INDICAT OR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	a. b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic; 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Provide a concluding statement or section that follows from the information or explanation

CONTENT STANDARD / COURSE

TOPIC

EXPECTATION / f.

Writing

presented.

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 ST ANDARD / 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.
		House: Contant and Boufermana Standards

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

ST ANDARD / 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.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 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.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR /	7.RI.10.	Dood and comprehend informational touts appropriately compley for grade 7
GRADE LEVEL EXPECTATION / BENCHMARK		Read and comprehend informational texts appropriately complex for grade 7.
EXPECTATION /		Writing
EXPECTATION / BENCHMARK CONTENT STANDARD /		
EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	7.W.2.	Writing

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 /	e.	Follow a standard format for citation.

TOPIC

CONTENT STANDARD / COURSE

Speaking & Listening

STANDARD /		Comprehension and Collaboration
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
ST ANDARD / 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

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 /	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.
10110		
CONTENT STANDARD / COURSE		Reading Informational
CONTENT STANDARD /		
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	8.Rl.4.	Reading Informational
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	8.Rl.4.	Reading Informational Craft and Structure 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
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	8.Rl.4.	Reading Informational Craft and Structure 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		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	С.	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 /		Writing
COURSE		
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
STANDARD / PERFORMANCE INDICATOR /	8.W.3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	8.W.3. b.	Write narratives to develop real or imagined experiences or events using effective
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	b.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the

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

BENCHMARK

EXPECTATION /

8.W.4.

CONTENT	
STANDARD	I
COURSE	

EXPECTATION /

TOPIC

a.

Writing

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

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 24: Unit 8 Formal Essay Models, p. 229-240
		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		Research to Build and Present Knowledge

INDICATOR / DOMAIN

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 /		Writing Text Types and Purposes
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	6.W.2.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	6.W.2. a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	· · · · · · · · · · · · · · · · · · ·	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic; 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	a. b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Introduce a topic; 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. 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:
GRADE LEVEL EXPECTATION /	6.W.6. a.	
GRADE LEVEL EXPECTATION / BENCHMARK		modifying the inquiry when appropriate:
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION /	a.	modifying the inquiry when appropriate: Gather relevant information from multiple print and digital sources.
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	a. d.	Gather relevant information from multiple print and digital sources. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

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	С.	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

3.3.3		
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

Text Types and Purposes

ST ANDARD / PERFORMANCE INDICATOR / DOMAIN

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
STANDARD / PERFORMAN

CONTENT STANDARD /

COURSE

Language

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 ST ANDARD / 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.

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	I
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BENCHMARK

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.

Hawaii Content and Performance Standards

Grade 6 - Adopted: 2025			
CONTENT STANDARD / COURSE		Writing Anchor Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes	
INDICATOR / GRADE LEVEL EXPECTATION /	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

Text Types and Purposes

ST ANDARD / PERFORMANCE INDICATOR / DOMAIN

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 ST ANDARD / 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 ST ANDARD / 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

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

ST ANDARD / 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	ı
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		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.

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		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:

EVPECTATION /		
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

Research to Build and Present Knowledge			
Generating additional related, focused questions for further research and investigation: EXPECTATION	PERFORMANCE INDICATOR /		Research to Build and Present Knowledge
EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD / DEPRECEDATION / TOPIC TOPIC CONTENT STANDARD / DEPRECEDATION / DEPRECEDATION / DEPRECEDATION / DEPRECEDATION / TOPIC CONTENT STANDARD / DEPRECEDATION / DEPREC	GRADE LEVEL EXPECTATION /	7.W.6.	
EXPECTATION / c. Follow a standard format for citation. CONTENT STANDARD / COURSE STANDARD / DERRORMANCE INDICATOR / DOMAIN INDICATOR / 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 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 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 CONTENT STANDARD / PERSORMANCE INDICATOR / TSANDARD / T		a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
CONTENT STANDARD / PERFORMANCE INDICATOR / ODMAIN I		d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
STANDARD / COURSE STANDARD / PERFORMANCE NODICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / 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 EXPECTATION / 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 Speaking & Listening Speaking & Listening Fresentation of Knowledge and Ideas Fresenta		e.	Follow a standard format for citation.
PERFORMANCE INDICATOR I DOMAIN	STANDARD /		Speaking & Listening
EXPECTATION / BENCHMARK	PERFORMANCE INDICATOR /		Comprehension and Collaboration
that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. EXPECTATION / TOPIC 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 CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE TANDARD / DOMAIN 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 STANDARD / DOMAIN Vocabulary Acquisition and Use PERFORMANCE INDICATOR / Vocabulary Acquisition and Use	GRADE LEVEL EXPECTATION /	7.SL.1.	teacherled) with diverse partners on grade 7 topics, texts, and issues, building on
TOPIC relevant observations and ideas that bring the discussion back on topic as needed. EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / DOMAIN Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CONTENT STANDARD / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / Vocabulary Acquisition and Use Vocabulary Acquisition and Use		a.	that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas
CONTENT STANDARD / PERFORMANCE INDICATOR / BENCHMARK STANDARD / PERFORMANCE INDICATOR / DOMAIN Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Vocabulary Acquisition and Use Vocabulary Acquisition and Use		C.	
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / COURSE Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Vocabulary Acquisition and Use PERFORMANCE INDICATOR /		d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
PERFORMANCE INDICATOR / DOMAIN INDICATOR / T.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 STANDARD / PERFORMANCE INDICATOR / Vocabulary Acquisition and Use	STANDARD /		Speaking & Listening
GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / Dertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Vocabulary Acquisition and Use	PERFORMANCE INDICATOR I		Presentation of Knowledge and Ideas
ST AND ARD / COURSE ST AND ARD / PERFORMANCE INDICATOR / Vocabulary Acquisition and Use	GRADE LEVEL EXPECTATION /	7.SL.4.	pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
PERFORMANCE INDICATOR /	STANDARD /		Language
	PERFORMANCE INDICATOR /		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.

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EXPECTATION / BENCHMARK

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 27: Unit 9 Formal Critique and Response to Literature, p. 259-268

Hawaii Content and Performance Standards

Grade 6 - Adopted: 2025		
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL	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.

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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.

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 ST ANDARD / 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

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

CONTENT STANDARD / COURSE		Speaking & Listening
EXPECTATION / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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	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.
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:
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
CONTENT STANDARD / COURSE		Speaking & Listening
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
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:
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
CONTENT STANDARD / COURSE		Writing
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.
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.)

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
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CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN 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. EXPECTATION /

BENCHMARK

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
STANDARD

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.

Reading Literature

ST ANDARD / 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 /	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

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
PERFORMANCE INDICATOR /	8.L.3.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	8.L.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD /	a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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. 269-274

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:
GRADE LEVEL EXPECTATION /	6.RL.2. a.	Analyze literary text development: Determine a theme of a text and how it is conveyed through particular details.
GRADE LEVEL EXPECTATION / BENCHMARK		
EXPECTATION / TOPIC	a.	Determine a theme of a text and how it is conveyed through particular details.
EXPECTATION / TOPIC EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD /	a.	Determine a theme of a text and how it is conveyed through particular details. Incorporate a theme and story details into an objective summary of the text.
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	a.	Determine a theme of a text and how it is conveyed through particular details. Incorporate a theme and story details into an objective summary of the text. Reading Literature
EXPECTATION / TOPIC EXPECTATION / TOPIC EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	a. b.	Determine a theme of a text and how it is conveyed through particular details. Incorporate a theme and story details into an objective summary of the text. Reading Literature Key Ideas and Details

ST ANDARD / 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

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

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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 ST ANDARD / 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 ST ANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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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:
INDICATOR / GRADE LEVEL EXPECTATION /	7.W.6. a.	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		generating additional related, focused questions for further research and investigation:
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	generating additional related, focused questions for further research and investigation: Gather relevant information from multiple print and digital sources, using search terms effectively.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD /	a.	Gather relevant information from multiple print and digital sources, using search terms effectively. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. Follow a standard format for citation.

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

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 ST ANDARD / COURSE		Writing Anchor Standards
ST ANDARD / 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 /	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.
BENCHMARK		

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 /		Writing Text Types and Purposes
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	8.W.2.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	8.W.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Writing

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 ST ANDARD / COURSE		Speaking & Listening
ST ANDARD / 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 29: Unit 9 Formal Critique and Response to Literature, p. 275-284

Hawaii Content and Performance Standards

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	
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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.

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 ST ANDARD / 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 EXPECT ATION / 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

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

CONTENT STANDARD / COURSE		Speaking & Listening
EXPECTATION / TOPIC	d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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	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.
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:
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
CONTENT STANDARD / COURSE		Speaking & Listening
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
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:
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
CONTENT STANDARD / COURSE		Writing
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.
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.)

ST ANDARD / 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

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.

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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.

Reading Literature

ST ANDARD / 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
PERFORMANCE INDICATOR /	8.L.3.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	8.L.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD /	a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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. 285-291

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.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.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
ST ANDARD / 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 / 6.SL.1 GRADE LEVEL EXPECTATION / BENCHMARK	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 / a. TOPIC	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 / c. TOPIC	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION / d. TOPIC	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 / 6.SL.4 GRADE LEVEL EXPECTATION / BENCHMARK	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 / 6.L.5. GRADE LEVEL EXPECTATION / BENCHMARK	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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	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.

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

CONTENT

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

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

		Grade 8 - Adopted: 2025
		Clade O Adopted. 2023
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.
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.)
GRADE LEVEL EXPECTATION /	8.W.4.	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
GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	8.W.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	8.W.6.	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.) Writing
GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		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.) Writing Research to Build and Present Knowledge Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused
GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	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.) Writing Research to Build and Present Knowledge 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:

BENCHMARK

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
COURSE		
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
STANDARD / PERFORMANCE INDICATOR /	8.L.1.	Conventions of English Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	8.L.1. a.	Demonstrate command of the conventions of English grammar and usage when reading,
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: Use and explain the function of verbals (gerunds, participles, infinitives) in general and their
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /		Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.