

Main Criteria: Wonders of Science Writing Lessons

Secondary Criteria: Rhode Island World-Class Standards

Subject: Language Arts

Grades: 6, 7, 8

Wonders of Science Writing Lessons

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

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.d. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
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DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM 9 Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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.
GSE STEM	6	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.

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
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SPECIFIC INDICATOR	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).
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.)
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards**Language Arts****Grade 8 - Adopted: 2021****DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.
GSE STEM	6	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.
DOMAIN		Grade 8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation. (See grade 8 Language Standards 4–6 for specific expectations regarding vocabulary.)
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN

Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN

Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

DOMAIN

Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN

Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards**Language Arts****Grade 8 - Adopted: 2021****DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.
GSE STEM	6	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.

DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.

DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR 2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.d. Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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GSE STEM	6	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR 1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

DOMAIN Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others’ ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	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).

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grade 7 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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DOMAIN

Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR 1.b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others’ ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Lesson 04: Unit 2 Writing from Notes, p. 33-40

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.
GSE STEM	6	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	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).

DOMAIN

Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN

Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
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DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN Grade 6 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN Grade 6 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards
Language Arts
 Grade 7 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments focused on discipline-specific content.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.
GSE STEM	6	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.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	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).

DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN College and Career Readiness Anchor Standards for Language		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.
GSE STEM	6	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.
DOMAIN Grade 8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
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SPECIFIC INDICATOR	3	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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SPECIFIC INDICATOR	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another

SPECIFIC INDICATOR 3.d. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.

SPECIFIC INDICATOR 3.e. Provide a conclusion that follows from the narrated experiences or events.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.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.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	4	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.
GSE STEM	6	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.

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	3	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

SPECIFIC INDICATOR 3.d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

SPECIFIC INDICATOR 3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR 1.b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments focused on discipline-specific content.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN

Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN

Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
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SPECIFIC INDICATOR	3	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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SPECIFIC INDICATOR	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.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.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Language Arts

Grade 7 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
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SPECIFIC INDICATOR	3	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR	3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR	4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SPECIFIC INDICATOR	5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM 8 When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.
GSE STEM	6	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.

DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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SPECIFIC INDICATOR 5.b. Use the relationship between particular words to better understand each of the words.

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN	College and Career Readiness Anchor Standards for Reading	
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	College and Career Readiness Anchor Standards for Speaking and Listening	
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN

Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
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SPECIFIC INDICATOR	3	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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DOMAIN

Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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SPECIFIC INDICATOR	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.
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DOMAIN

Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another

SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]		

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
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SPECIFIC INDICATOR	3	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM 8 When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.
GSE STEM	6	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.

DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-80

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
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SPECIFIC INDICATOR	3	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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SPECIFIC INDICATOR	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another

SPECIFIC INDICATOR 3.d. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.

SPECIFIC INDICATOR 3.e. Provide a conclusion that follows from the narrated experiences or events.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
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DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
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DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grade 6 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN College and Career Readiness Anchor Standards for Reading		
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
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SPECIFIC INDICATOR	3	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
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SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards**Language Arts**

Grade 8 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments focused on discipline-specific content.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]		

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN

Grade 8 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN

Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN

Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN

Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Lesson 09: Unit 4 Summarizing a Reference, p. 81-88

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grade 6 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Language Arts

Grade 8 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN

Grade 8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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DOMAIN

Grade 8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN

Grade 8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

DOMAIN Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR 2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing

GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.a. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate transitions to clarify the relationships among ideas and concepts.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN

Grade 6 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.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.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	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).

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR 1.b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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SPECIFIC INDICATOR 5.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN College and Career Readiness Anchor Standards for Reading		
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR 2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.d. Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing

GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN		Grade 8 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SPECIFIC INDICATOR	5.b.	Use the relationship between particular words to better understand each of the words.
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR

1

Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR

4

Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR

10

Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR

1

Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR

2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN**Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN**Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

DOMAIN**Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN**Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.
GSE STEM	6	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.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	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).

DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grade 8 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN

Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN Grade 8 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN Grade 8 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Lesson 12: Unit 4 Summarizing a Reference, p. 107-119

Rhode Island World-Class Standards
Language Arts
Grade 6 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others’ ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	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).

DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM		1
SPECIFIC INDICATOR	1.d.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM		2
SPECIFIC INDICATOR	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR 1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

DOMAIN Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments focused on discipline-specific content.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others’ ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.
GSE STEM	6	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.

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	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).

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN Grade 7 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
DOMAIN Grade 7 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN Grade 7 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN Grade 7 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR 2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.d. Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN Grade 8 Writing Standards [W]		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

DOMAIN Grade 8 Writing Standards [W]		
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

DOMAIN Grade 8 Writing Standards [W]		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing

GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN Grade 8 Speaking and Listening Standards [SL]		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Lesson 13: Unit 5 Writing from Pictures, p. 119-128

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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SPECIFIC INDICATOR	3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing

GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	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).

DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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SPECIFIC INDICATOR	3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments focused on discipline-specific content.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.
GSE STEM	6	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.

DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	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).

DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
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SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
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SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN Grade 7 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
DOMAIN Grade 7 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN Grade 7 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN Grade 7 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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SPECIFIC INDICATOR	3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others’ ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN

Grade 8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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DOMAIN

Grade 8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN

Grade 8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Lesson 14: Unit 5 Writing from Pictures, p. 129-138

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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SPECIFIC INDICATOR	3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others’ ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	College and Career Readiness Anchor Standards for Speaking and Listening	
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
DOMAIN	College and Career Readiness Anchor Standards for Language	
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	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.
DOMAIN	Grade 6 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
DOMAIN	Grade 6 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN	Grade 6 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
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SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.
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SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from the narrated experiences or events.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.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.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	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.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
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SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
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SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN**Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN**Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

DOMAIN**Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN**Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards**Language Arts****Grade 8 - Adopted: 2021****DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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SPECIFIC INDICATOR	3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments focused on discipline-specific content.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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.
DOMAIN	College and Career Readiness Anchor Standards for Language	
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	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.
DOMAIN	Grade 8 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
DOMAIN	Grade 8 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN	Grade 8 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN	Grade 8 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Lesson 15: Unit 5 Writing from Pictures, p. 139-147

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

SPECIFIC INDICATOR	3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
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SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
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SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
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DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
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DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grade 6 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR 1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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SPECIFIC INDICATOR	3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	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.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
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SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
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SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	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.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
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SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
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SPECIFIC INDICATOR 3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

SPECIFIC INDICATOR 3.d. Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

SPECIFIC INDICATOR 3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Lesson 16: Unit 6 Summarizing Multiple References, p. 147-156

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
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SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.a. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate transitions to clarify the relationships among ideas and concepts.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR 2.f. Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.d. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Language Arts

Grade 7 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN**Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grade 8 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN

Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Lesson 17: Unit 6 Summarizing Multiple References, p. 157-172

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards**Language Arts****Grade 7 - Adopted: 2021****DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM 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.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM 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.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

GSE STEM 8 When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

GSE STEM 9 Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
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SPECIFIC INDICATOR	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).
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DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	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.
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DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.
GSE STEM	6	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.

DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.

DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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.

DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR 2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN**College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN**College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN**College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.

DOMAIN**College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN**College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN Grade 6 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN Grade 6 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards
Language Arts
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments focused on discipline-specific content.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]	
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
DOMAIN	College and Career Readiness Anchor Standards for Reading	
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN	College and Career Readiness Anchor Standards for Reading	
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.
GSE STEM	6	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.

DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Lesson 19: Unit 6 Summarizing Multiple References, p. 183-194

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
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DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grade 6 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
---------------------------------	--	--------------------------------

GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN			Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]	
GSE STEM		Key Ideas and Details	
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)	
DOMAIN			Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]	
GSE STEM		Craft and Structure	
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
DOMAIN			Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]	
GSE STEM		Range of Reading and Level of Text Complexity	
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.	
DOMAIN			Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]	
GSE STEM		Key Ideas and Details	
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)	
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	
DOMAIN			Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]		
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
DOMAIN College and Career Readiness Anchor Standards for Reading		
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN College and Career Readiness Anchor Standards for Reading		
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN College and Career Readiness Anchor Standards for Writing		

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.
GSE STEM	6	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.
DOMAIN		Grade 8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
DOMAIN		Grade 8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN

Grade 8 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN Grade 8 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN Grade 8 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Rhode Island World-Class Standards
Language Arts
Grade 6 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.

SPECIFIC INDICATOR	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).
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	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).

DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.)

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards**Language Arts**

Grade 8 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN	College and Career Readiness Anchor Standards for Reading	
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN	College and Career Readiness Anchor Standards for Speaking and Listening	
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN	College and Career Readiness Anchor Standards for Speaking and Listening	
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN	College and Career Readiness Anchor Standards for Language	
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.

GSE STEM	6	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.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation. (See grade 8 Language Standards 4–6 for specific expectations regarding vocabulary.)
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Lesson 21: Unit 7 Inventive Writing, p. 203-212

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
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DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grade 6 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN Grade 6 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN Grade 6 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards
Language Arts
 Grade 7 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
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SPECIFIC INDICATOR	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).
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DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
DOMAIN		Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN		Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grade 7 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN

Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

DOMAIN

Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN

Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grade 8 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Lesson 22: Unit 7 Inventive Writing, p. 213-220

Language Arts

Grade 6 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR

1.d.

Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR

2.a.

Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR

2.b.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR

2.c.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.

SPECIFIC INDICATOR

2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR

2.e.

Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR

2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM

4

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

GSE STEM

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN

Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
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SPECIFIC INDICATOR	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).
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DOMAIN

Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN

Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
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DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.a. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate transitions to clarify the relationships among ideas and concepts.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR 2.f. Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.d. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Language Arts

Grade 7 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR

1.d.

Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR

2.a.

Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR

2.b.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR

2.c.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.

SPECIFIC INDICATOR

2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR

2.e.

Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR

2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM

4

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

GSE STEM

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN	College and Career Readiness Anchor Standards for Reading	
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	College and Career Readiness Anchor Standards for Speaking and Listening	
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
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SPECIFIC INDICATOR	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).
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DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR 2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN

Grade 8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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DOMAIN

Grade 8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN

Grade 8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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DOMAIN

Grade 8 Writing Standards [W]

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing

GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN		Grade 8 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR 1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

DOMAIN Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others’ ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	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).

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR 1.b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others’ ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.

DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Lesson 24: Unit 8 Formal Essay Models, p. 229-240

Rhode Island World-Class Standards
Language Arts
Grade 6 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.
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DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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DOMAIN

Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR 1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	College and Career Readiness Anchor Standards for Speaking and Listening	
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
DOMAIN	College and Career Readiness Anchor Standards for Language	
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	6	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.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN Grade 7 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	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.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN	Grade 8 Language Standards [L]	
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Lesson 25: Unit 8 Formal Essay Models, p. 241-252

Rhode Island World-Class Standards
Language Arts
Grade 6 - Adopted: 2021

DOMAIN	Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN	Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

DOMAIN	Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	1	Write arguments focused on discipline-specific content.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	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.
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DOMAIN

Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	5	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	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.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 5 Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR 2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 5 Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	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.

DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	5	Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.
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DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Lesson 26: Unit 8 Formal Essay Models, p. 253-258

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grade 6 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	College and Career Readiness Anchor Standards for Speaking and Listening	
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
DOMAIN	College and Career Readiness Anchor Standards for Language	
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	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.
DOMAIN	Grade 7 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
DOMAIN	Grade 7 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN	Grade 7 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR	2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR 1.b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR 2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM 7 Conduct short as well as more sustained 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.

GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	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.
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DOMAIN

Grade 8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR 2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.d. Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN		Grade 8 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.

GSE STEM 8 When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN

Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	3	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

DOMAIN

Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	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.

DOMAIN

Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

DOMAIN

Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN

Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR 1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN College and Career Readiness Anchor Standards for Reading		
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
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SPECIFIC INDICATOR	3	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 1 Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

DOMAIN Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 6 Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM 7 Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

GSE STEM 8 When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM 1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.**

SPECIFIC INDICATOR 1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

SPECIFIC INDICATOR 1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Language Arts

Grade 8 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.

GSE STEM	6	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.
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DOMAIN

Grade 8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
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DOMAIN

Grade 8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN

Grade 8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
DOMAIN		Grade 8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 8 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
DOMAIN		Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 269-274

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	3	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	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.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
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SPECIFIC INDICATOR	3	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
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SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SPECIFIC INDICATOR 2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
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SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SPECIFIC INDICATOR 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 7 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR 1.b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM 7 Conduct short as well as more sustained 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.

GSE STEM 8 When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	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.
DOMAIN		Grade 8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
DOMAIN		Grade 8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
DOMAIN		Grade 8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR

5.a.

Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM

7

Conduct short as well as more sustained 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.

GSE STEM

8

When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN

Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM

10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN

Grade 8 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM

1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR

1.a.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

SPECIFIC INDICATOR

1.b.

Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR

1.c.

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SPECIFIC INDICATOR

1.d.

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

DOMAIN

Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 275-284

Rhode Island World-Class Standards

Language Arts

Grade 6 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments focused on discipline-specific content.
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SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	College and Career Readiness Anchor Standards for Speaking and Listening	
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN	College and Career Readiness Anchor Standards for Language	
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.
GSE STEM	6	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.
DOMAIN	Grade 6 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
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SPECIFIC INDICATOR	3	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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SPECIFIC INDICATOR	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
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SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SPECIFIC INDICATOR 2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
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SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.d. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
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SPECIFIC INDICATOR	3	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards**Language Arts****Grade 8 - Adopted: 2021****DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments focused on discipline-specific content.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SPECIFIC INDICATOR	1.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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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	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.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	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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GSE STEM	6	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.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Language Arts

Grade 6 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SPECIFIC INDICATOR	1.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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DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	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.
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DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 3 Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 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.

DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN **Grade 6 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR 7 Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
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DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN **Grade 6 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 6 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 7 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments focused on discipline-specific content.
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SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	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.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	3	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
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DOMAIN **Grade 7 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 7 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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DOMAIN

Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN

Grade 7 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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DOMAIN

Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN **Grade 7 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 8 - Adopted: 2021

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

DOMAIN **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

DOMAIN **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	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.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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DOMAIN **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.d. Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DOMAIN **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN**Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM

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Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)