

June 2023

# Nebraska



## College and Career Ready English Language Arts Standards including the **Extended Indicators**

for  
Students with Significant Disabilities  
who take Statewide  
English Language Arts Alternate Assessment

It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age, national origin or genetic information in its education programs, administration, policies, employment or other agency programs.

# Nebraska College and Career Ready English Language Arts Standards including the Extended Indicators

## **The Role of Extended Indicators**

For students with the most significant intellectual disabilities, achieving grade-level standards is not the same as meeting grade-level expectations because their instructional program addresses extended indicators.

It is important for teachers of students with the most significant intellectual disabilities to recognize that extended indicators are not meant to be viewed as sufficient skills or understandings. Extended indicators must be viewed only as access or entry points to the grade-level standards. The extended indicators in this document are not intended as the end goal, but rather a starting place for moving students forward to conventional reading and writing. Lists following “e.g.” in the extended indicator are provided only as possible examples.

## **Students with the Most Significant Intellectual Disabilities**

In the United States, approximately 1% of school-aged children have an intellectual disability that is “characterized by significant impairments both in intellectual and adaptive functioning as expressed in conceptual, social, and practical adaptive domains” (U.S. Department of Education, 2002 and American Association of Intellectual and Developmental Disabilities, 2013). These students show evidence of cognitive functioning in the range of severe to profound and need extensive or pervasive support. Students need intensive instruction and/or supports to acquire, maintain and generalize academic and life skills in order to actively participate in school, work, home or community. In addition to significant intellectual disabilities, students may have accompanying communication, motor, sensory, or other impairments.

## **Alternate Assessment Determination Guidelines**

The student taking a Statewide Alternate Assessment is characterized by significant impairments both in intellectual and adaptive functioning which is expressed in conceptual, social, and practical adaptive domains and that originates before age 18 (American Association of Intellectual and Developmental Disabilities, 2013). It is important to recognize the huge disparity of skills possessed by students taking an alternate assessment and to consider the uniqueness of each child.

Thus, the IEP team must consider all of the following guidelines when determining the appropriateness of a curriculum based on Extended Indicators and the use of the Statewide Alternate Assessment.

- The student requires extensive, pervasive, and frequent supports in order to acquire, maintain, and demonstrate performance of knowledge and skills.
- The student's cognitive functioning is significantly below age expectations and has an impact on his/her ability to function in multiple environments (school, home and community).
- The student's demonstrated cognitive ability and adaptive functioning prevent completion of the general academic curriculum, even with appropriately designed and implemented modifications and accommodations.
- The student's curriculum and instruction is aligned to the Nebraska College and Career Ready English Language Arts Standards with Extended Indicators.
- The student may have accompanying communication, motor, sensory, or other impairments.

The Nebraska Department of Education's technical assistance documents ***"IEP Team Decision Making Guidelines – Statewide Assessment for Students with Disabilities," "IEP Team Decision Making Flow Chart – Alternate Assessment," "Companion to Alternate Assessment Criteria," "Alternate Assessment Criteria" and "Characteristics of Students Who Take the Alternate Assessment"*** provide additional information on selecting appropriate statewide assessments for students with disabilities.

For additional information to support instruction on the English Language Arts College and Career Academic Standards click on this link: [2021 ELA Standards Cover HORIZONTAL \(ne.gov\)](#).

**Third Grade English Language Arts Standards and Extended Indicators  
for  
Students with the Most Significant Disabilities**

**Foundations of Reading**

**Concepts of Print**

	Demonstrate knowledge of the organization and basic concepts of print.
	Mastered at Grade 2 and blended with other skills at this grade level.

**Phonological Awareness**

	Demonstrate phonological awareness through oral activities.
	Mastered at Grade 2 and blended with other skills at this grade level.

**Phonics and Word Analysis**

	<b>Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.</b>
<b>Indicator LA.3.F.3</b>	<b>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</b>
	a. Decode words with common Latin suffixes.
	b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech.
	c. Decode multisyllabic words.

**Fluency**

	<b>Read grade-level texts with sufficient accuracy and fluency to support comprehension.</b>
<b>Indicator LA.3.F.4</b>	<b>Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.</b>
	a. Read a variety of text accurately using appropriate rate, expression/prosody, and intonation to reflect the meaning of text.
	b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.
	c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).

## Reading Comprehension

### Reading Prose and Poetry

#### Central Ideas and Details

	<b>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.</b>
Indicator LA.3.RP.1	Identify the central message or lesson in a literary text and explain how key details support that idea.
<b>Extended Indicator LAE.3.RP.1</b>	<b>Use explicit text and/or illustrations to identify the main idea in a literary text.</b>
Indicator LA.3.RP.2	Explain how characters respond to major events and challenges in a literary text
<b>Extended Indicator LAE.3.RP.2</b>	<b>Identify the main character(s) in a literary text.</b>

#### Author's Craft

	<b>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.</b>
Indicator LA.3.RP.3	Determine and explain the point of view in a literary text.
<b>Extended Indicator LAE.3.RP.3</b>	<b>Identify a narrator's/character's point of view explicitly stated in a literary text.</b>
Indicator LA.3.RP.4	Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.
<b>Extended Indicator LAE.3.RP.4</b>	<b>Identify the beginning, middle, and end or a sequence in a literary text.</b>

#### Knowledge and Ideas

	<b>Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.</b>
Indicator LA.3.RP.5	<b>Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.</b>
<b>Extended Indicator LAE.3.RP.5</b>	<b>Identify a similarity in characters, settings, or events between two literary texts by the same author (e.g., books from a series).</b>
Indicator LA.3.RP.6	Explain what the text says explicitly and draw inferences when asking and answering questions.
<b>Extended Indicator LAE.3.RP.6</b>	<b>Answer literal questions using explicit information in a literary text.</b>

Indicator LA.3.RP.7	Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.
<b>Extended Indicator LAE.3.RP.7</b>	<b>Identify a similarity in characters or events in two literary texts.</b>

<b>Range of Reading and Level of Text Complexity</b>	
	<b>Read and comprehend complex, grade-level literary text independently and proficiently.</b>
Indicator LA.3.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.

## Reading Informational Text

<b>Central Ideas and Details</b>	
	<b>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.</b>
Indicator LA.3.RI.1	Identify the central idea and explain how key details support that idea.
<b>Extended Indicator LAE.3.RI.1</b>	<b>Use explicit text and/or illustrations to identify the central idea in an informational text.</b>
Indicator LA.3.RI.2	Explain the relationships between individuals, historical events, scientific ideas or concepts, or steps in a process.
<b>Extended Indicator LAE.3.RI.2</b>	<b>Identify an important individual or event in an informational text.</b>

<b>Author's Craft</b>	
	<b>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.</b>
Indicator LA.3.RI.3	Determine and explain the author's purpose in an informational text.
<b>Extended Indicator LAE.3.RI.3</b>	<b>Identify if an author's purpose is to inform or entertain.</b>
Indicator LA.3.RI.4	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.
<b>Extended Indicator LAE.3.RI.4</b>	<b>Use text features (i.e., titles, headings, table of contents, maps, pictures) to locate information.</b>

<b>Knowledge and Ideas</b>	
	<b>Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.</b>
Indicator LA.3.RI.5	Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.
<b>Extended Indicator LAE.3.RI.5</b>	<b>Identify a similar idea about the same topic presented in two different informational texts.</b>
Indicator LA.3.RI.6	Identify an author's claim(s) and explain how the author supports the claim(s) in the text.
<b>Extended Indicator LAE.3.RI.6</b>	<b>Answer literal questions, using explicit information from an informational text.</b>
Indicator LA.3.RI.7	Compare and contrast topics and/or patterns of events in a range of informational texts.
<b>Extended Indicator LAE.3.RI.7</b>	<b>Identify a similar topic or event in two informational texts.</b>

<b>Range of Reading and Level of Text Complexity</b>	
	<b>Read and comprehend complex, grade-level literary text independently and proficiently.</b>
Indicator LA.3.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.

## Vocabulary

<b>Acquisition and Use</b>	
	<b>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.</b>
<b>Indicator LA.3.V.1</b>	<b>Acquire and use grade-level academic vocabulary appropriately.</b>
Indicator LA.3.V.1.a	Use sentence-level context clues to determine the meaning of a word or phrase.
<b>Extended Indicator LAE.3.V.1.a</b>	<b>Use sentence-level context clues and/or illustrations to determine the meaning of a word.</b>
Indicator LA.3.V.1.b	Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).
<b>Extended Indicator LAE.3.V.1.b</b>	<b>Use commonly occurring prefixes to determine the meaning of words.</b>
Indicator LA.3.V.1.c	Use known root words to determine the meaning of unknown words (e.g., company, companion).



<b>Extended Indicator LAE.3.V.1.c</b>	<b>Use word structure to determine singular or plural nouns and/or familiar past or present verb tense.</b>
Indicator LA.3.V.1.d	Determine the meanings of key words and phrases using reference materials and classroom resources.

<b>Context and Connotation</b>	
	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
<b>Indicator LA.3.V.2</b>	<b>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</b>
Indicator LA.3.V.2.a	Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps).
<b>Extended Indicator LAE.3.V.2.a</b>	<b>Identify the use of alliteration in text.</b>
Indicator LA.3.V.2.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
Indicator LA.3.V.2.c	Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).
<b>Extended Indicator LAE.3.V.2.c</b>	<b>Identify the relationship between words (e.g., same, opposite, beginning with the same initial letter or sound).</b>

## Writing

<b>Foundations of Writing</b>	
	<b>Apply handwriting skills to communicate ideas and information.</b>
	Mastered at Grade 2 and blended with other skills at this grade level.

<b>Productions of Writing</b>	
	<b>Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.</b>
<b>Indicator LA.3.W.1</b>	<b>Write paragraphs using a variety of sentence types.</b>
Indicator LA.3.W.1.a	Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles.
<b>Extended Indicator LAE.3.W.1.a</b>	<b>Capitalize the initial word in simple sentences.</b>
Indicator LA.3.W.1.b	Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessive.
<b>Extended Indicator LAE.3.W.1.b</b>	<b>Use periods and question marks in simple sentences.</b>

Indicator LA.3.W.1.c	Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses.
Indicator LA.3.W.1.d	Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.
Indicator LA.3.W.1.e	Explain the function of adjectives and adverbs in simple, compound, and complex sentences.
Indicator LA.3.W.1.f	Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.
Indicator LA.3.W.1.g	Use frequently occurring prepositions and prepositional phrases.

<b>Indicator LA.3.W.2</b>	<b>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</b>
Indicator LA.3.W.2.a	Use prewriting activities and resources to plan, organize, and draft writing.
Indicator LA.3.W.2.b	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
Indicator LA.3.W.2.c	Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
Indicator LA.3.W.2.d	Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
Indicator LA.3.W.2.e	Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).
Indicator LA.3.W.2.f	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

<b>Modes of Writing</b>	
	<b>Write in a variety of modes for a variety of purposes and audiences across disciplines.</b>
<b>Indicator LA.3.W.3</b>	<b>Write creative and/or expressive pieces that describe a well-developed event or experience.</b>
Indicator LA.3.W.3.a	Engage and orient the reader by establishing a situation and introducing a narrator and/or character(s).

Indicator LA.3.W.3.b	Include descriptive details about characters, events, or settings.
Indicator LA.3.W.3.c	Use words and phrases to signal a sequence of events.
Indicator LA.3.W.3.d	Provide a closure related to the creative or expressive event or experience.

<b>Indicator LA.3.W.4</b>	<b>Write opinion pieces with supporting reasons and/or evidence.</b>
Indicator LA.3.W.4.a	Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence.
Indicator LA.3.W.4.b	Use linking words and phrases to connect opinions and reasons.
Indicator LA.3.W.4.c	Provide a concluding statement or section related to the opinion.

<b>Indicator LA.3.W.5</b>	<b>Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</b>
Indicator LA.3.W.5.a	Introduce a topic and group related information together, including illustrations when useful to provide clarity.
Indicator LA.3.W.5.b	Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.
<b>Extended Indicator LAE.3.W.5.b</b>	<b>Identify details that relate to the given topic.</b>
Indicator LA.3.W.5.c	Use linking words and phrases and key vocabulary to connect ideas and categories of information.
Indicator LA.3.W.5.d	Provide a concluding statement or section related to the topic.

<b>Indicator LA.3.W.6</b>	<b>Locate evidence from literary and/or informational text sources to answer questions about a topic.</b>
Indicator LA.3.W.6.a	Paraphrase information from sources to support ideas while avoiding plagiarism.
Indicator LA.3.W.6.b	Identify print and digital tools to gather information and ideas to answer questions.

<b>Extended Indicator LAE.3.W.6.b</b>	<b>Identify print and digital tools to gather information.</b>
Indicator LA.3.W.6.c	Sort evidence into categories using an appropriate note-taking format to collect and organize information.
<b>Extended Indicator LAE.3.W.6.c</b>	<b>Organize information into categories.</b>
Indicator LA.3.W.6.d	Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.
Indicator LA.3.W.6.e	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

## Speaking and Listening

<b>Comprehension and Collaboration</b>	
	<b>Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</b>
<b>Indicator LA.3.SL.1</b>	<b>Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.</b>
	a. Ask relevant questions to build on ideas and acquire or confirm information.
	b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration.
	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).
	e. Complete a task following multi-step directions.

<b>Presentation of Knowledge and Ideas</b>	
	<b>Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</b>

<b>Indicator LA.3.SL.2</b>	<b>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.</b>
	a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts.
	b. Convey a perspective with clear reasoning and support.
	c. Identify the purpose and credibility of information being presented.
	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

**Fourth Grade English Language Arts Standards and Extended Indicators  
for  
Students with the Most Significant Disabilities**

**Foundations of Reading**

**Concepts of Print**

	Demonstrate knowledge of the organization and basic concepts of print.
	Mastered at Grade 2 and blended with other skills at this grade level.

**Phonological Awareness**

	Demonstrate phonological awareness through oral activities.
	Mastered at Grade 2 and blended with other skills at this grade level.

**Phonics and Word Analysis**

	<b>Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.</b>
<b>Indicator LA.4.F.3</b>	<b>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</b>
	a. Decode words with common Latin suffixes.
	b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.

**Fluency**

	<b>Read grade-level texts with sufficient accuracy and fluency to support comprehension.</b>
<b>Indicator LA.4.F.4</b>	<b>Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.</b>
	a. Read a variety of text accurately using appropriate rate, expression/prosody, and intonation to reflect the meaning of text.
	b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.

## Reading Comprehension

### Reading Prose and Poetry

#### Central Ideas and Details

	<b>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.</b>
Indicator LA.4.RP.1	Determine a theme in a literary text and how it is conveyed through key details.
<b>Extended Indicator LAE.4.RP.1</b>	<b>Identify the explicitly stated main idea and/or a key detail that supports the explicitly stated main idea in a literary text.</b>
Indicator LA.4.RP.2	Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.
<b>Extended Indicator LAE.4.RP.2</b>	<b>Identify and describe the main character(s) or setting in a literary text, using key details from the text.</b>

#### Author's Craft

	<b>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.</b>
Indicator LA.4.RP.3	Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.
<b>Extended Indicator LAE.4.RP.3</b>	<b>Determine the narrator's or a character's point of view explicitly stated in a literary text.</b>
Indicator LA.4.RP.4	Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).
<b>Extended Indicator LAE.4.RP.4</b>	<b>Identify a drama, a poem, or a story, using structural elements of a literary text.</b>

#### Knowledge and Ideas

	<b>Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.</b>
Indicator LA.4.RP.5	Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.
<b>Extended Indicator LAE.4.RP.5</b>	<b>Identify a similarity in characters, settings, or events between two literary texts by the same author (e.g., books from a series).</b>
Indicator LA.4.RP.6	Explain what the text says explicitly and draw inferences when asking or answering questions, quoting, or paraphrasing specific evidence from the text as appropriate.

<b>Extended Indicator LAE.4.RP.6</b>	<b>Answer literal questions, using explicit information from a literary text.</b>
Indicator LA.4.RP.7	Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.
<b>Extended Indicator LAE.4.RP.7</b>	<b>Identify a similarity in character traits, events, or themes in two literary texts.</b>

<b>Range of Reading and Level of Text Complexity</b>	
	<b>Read and comprehend complex, grade-level literary text independently and proficiently.</b>
Indicator LA.4.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.

## Reading Informational Text

<b>Central Ideas and Details</b>	
	<b>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.</b>
Indicator LA.4.RI.1	Determine the central idea of an informational text and how it is conveyed through key details.
<b>Extended Indicator LAE.4.RI.1</b>	<b>Identify the explicitly stated central idea and/or a key detail that supports the explicitly stated central idea in an informational text.</b>
Indicator LA.4.RI.2	Analyze an individual, event, scientific idea or concept, or steps in a process.
<b>Extended Indicator LAE.4.RI.2</b>	<b>Identify how individuals or events are related in an informational text.</b>

<b>Author's Craft</b>	
	<b>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.</b>
Indicator LA.4.RI.3	Compare and contrast authors' perspectives in multiple informational texts of the same topic.
<b>Extended Indicator LAE.4.RI.3</b>	<b>Determine if an author's purpose is to inform, entertain, or persuade.</b>
Indicator LA.4.RI.4	Describe the overall structure of an informational text and how it contributes to meaning.
<b>Extended Indicator LAE.4.RI.4</b>	<b>Use text features (e.g., titles, headings, table of contents, glossaries, captions, graphs, maps, other visuals) to locate information.</b>



<b>Knowledge and Ideas</b>	
	<b>Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.</b>
Indicator LA.4.RI.5	Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.
<b>Extended Indicator LAE.4.RI.5</b>	<b>Identify similar ideas between two informational texts on the same topic.</b>
Indicator LA.4.RI.6	Identify an author’s claim(s) and explain how the author supports the claim in the text.
<b>Extended Indicator LAE.4.RI.6</b>	<b>Answer literal questions, using explicit information from an informational text.</b>
Indicator LA.4.RI.7	Explain an author or speaker’s treatment of similar topics and/or patterns of events in a wide range of informational texts.
<b>Extended Indicator LAE.4.RI.7</b>	<b>Identify patterns of events in two informational texts.</b>

<b>Range of Reading and Level of Text Complexity</b>	
	<b>Read and comprehend complex, grade-level literary text independently and proficiently.</b>
Indicator LA.4.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.

## Vocabulary

<b>Acquisition and Use</b>	
	<b>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.</b>
<b>Indicator LA.4.V.1</b>	<b>Acquire and use grade-level academic vocabulary appropriately.</b>
Indicator LA.4.V.1.a	Use context clues (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases.
<b>Extended Indicator LAE.4.V.1.a</b>	<b>Use context clues (e.g., definitions, examples, restatements) with or without illustrations to determine the meanings of words and phrases.</b>
Indicator LA.4.V.1.b	Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph).
<b>Extended Indicator LAE.4.V.1.b</b>	<b>Use commonly occurring prefixes and roots to determine the meaning of words.</b>
Indicator LA.4.V.1.c	Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.

<b>Context and Connotation</b>	
	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
<b>Indicator LA.4.V.2</b>	<b>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</b>
Indicator LA.4.V.2.a	Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text.
<b>Extended Indicator LAE.4.V.2.a</b>	<b>Use text and/or illustrations to determine the meaning of figurative language (e.g., alliteration, onomatopoeia).</b>
Indicator LA.4.V.2.b	Recognize and explain the meaning of commonly occurring idioms and adages.
Indicator LA.4.V.2.c	Use knowledge of words by relating them to their antonyms and synonyms.
<b>Extended Indicator LAE.4.V.2.c</b>	<b>Identify commonly occurring synonyms.</b>

## Writing

<b>Foundations of Writing</b>	
	<b>Apply handwriting skills to communicate ideas and information.</b>
	Mastered at Grade 2 and blended with other skills at this grade level.

<b>Productions of Writing</b>	
	<b>Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.</b>
<b>Indicator LA.4.W.1</b>	<b>Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.</b>
Indicator LA.4.W.1.a	Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).
<b>Extended Indicator LA.4.W.1.a</b>	<b>Capitalize initial words and names in simple and complex sentences.</b>
Indicator LA.4.W.1.b	Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.
<b>Extended Indicator LAE.4.W.1.b</b>	<b>Use periods, question marks, and exclamation points in simple and complex sentences.</b>
Indicator LA.4.W.1.c	Identify and use simple appositive phrases.

Indicator LA.4.W.1.d	Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).
Indicator LA.4.W.1.e	Distinguish between frequently confused words (e.g., to, too, two; there, their, they're).
Indicator LA.4.W.1.f	Identify and revise fragment and run-on sentences in speaking and writing.

<b>Indicator LA.4.W.2</b>	<b>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</b>
Indicator LA.4.W.2.a	Use prewriting activities and resources to plan, organize, and draft writing.
Indicator LA.4.W.2.b	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
Indicator LA.4.W.2.c	Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
Indicator LA.4.W.2.d	Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
Indicator LA.4.W.2.e	Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).
Indicator LA.4.W.2.f	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

<b>Modes of Writing</b>	
	<b>Write in a variety of modes for a variety of purposes and audiences across disciplines.</b>
<b>Indicator LA.4.W.3</b>	<b>Write creative and/or expressive pieces that describe a well-developed event or experience.</b>
Indicator LA.4.W.3.a	Establish a situation and introduce a narrator and/or character(s).
Indicator LA.4.W.3.b	Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.
<b>Extended Indicator LAE.4.W.3.b</b>	<b>Use precise words, phrases, and descriptive details to describe experiences or events.</b>

Indicator LA.4.W.3.c	Use transitional words and phrases to organize a sequence of events that unfolds naturally.
Indicator LA.4.W.3.d	Provide a conclusion related to the creative or expressive event or experience.

<b>Indicator LA.4.W.4</b>	<b>Write opinion pieces that explain a perspective with supporting reasons and/or evidence.</b>
Indicator LA.4.W.4.a	Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.
Indicator LA.4.W.4.b	Use facts and details to support reasons and/or evidence.
<b>Extended Indicator LAE.4.W.4.b</b>	<b>Identify facts to support reasons and/or evidence.</b>
Indicator LA.4.W.4.c	Use linking words and phrases to connect ideas.
Indicator LA.4.W.4.d	Provide a concluding statement or section related to the opinion.

<b>Indicator LA.4.W.5</b>	<b>Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</b>
Indicator LA.4.W.5.a	Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.
Indicator LA.4.W.5.b	Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.
Indicator LA.4.W.5.c	Use linking words and phrases and key vocabulary to connect ideas and categories of information.
Indicator LA.4.W.5.d	Provide a concluding statement or section related to the information or explanation(s).

<b>Indicator LA.4.W.6</b>	<b>Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic.</b>
Indicator LA.4.W.6.a	Paraphrase information and evidence to support ideas while avoiding plagiarism.
Indicator LA.4.W.6.b	Identify print and digital tools to gather information and evidence.

<b>Extended Indicator LAE.4.W.6.b</b>	<b>Identify appropriate print and digital sources needed to gather information about a given topic.</b>
Indicator LA.4.W.6.c	Sort evidence into categories using an appropriate note-taking format to collect and organize information.
Indicator LA.4.W.6.d	Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.
Indicator LA.4.W.6.e	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

## Speaking and Listening

<b>Comprehension and Collaboration</b>	
	<b>Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</b>
<b>Indicator LA.4.SL.1</b>	<b>Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.</b>
	a. Ask relevant questions to build on ideas and acquire or confirm information.
	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).
	e. Complete a task following multi-step directions.

<b>Presentation of Knowledge and Ideas</b>	
	<b>Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</b>

<b>Indicator LA.4.SL.2</b>	<b>Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.</b>
	a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts.
	b. Convey a perspective with clear reasoning and support.
	c. Identify the purpose and credibility of information being presented.
	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

**Fifth Grade English Language Arts Standards and Extended Indicators  
for  
Students with the Most Significant Disabilities**

**Foundations of Reading**

**Concepts of Print**

	Demonstrate knowledge of the organization and basic concepts of print.
	Mastered at Grade 2 and blended with other skills at this grade level.

**Phonological Awareness**

	Demonstrate phonological awareness through oral activities.
	Mastered at Grade 2 and blended with other skills at this grade level.

**Phonics and Word Analysis**

	<b>Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.</b>
<b>Indicator LA.5.F.3</b>	<b>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</b>
	a. Decode words with common Greek derived words.
	b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.

**Fluency**

	<b>Read grade-level texts with sufficient accuracy and fluency to support comprehension.</b>
<b>Indicator LA.5.F.4</b>	<b>Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.</b>
	a. Read a variety of text accurately using appropriate rate, expression/prosody, and intonation to reflect the meaning.
	b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.

## Reading Comprehension

### Reading Prose and Poetry

#### Central Ideas and Details

	<b>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.</b>
Indicator LA.5.RP.1	Explain the theme in a literary text and how it is conveyed through key details.
<b>Extended Indicator LAE.5.RP.1</b>	<b>Identify the explicitly stated main idea and/or a key detail that supports the explicitly stated main idea in a literary text.</b>
Indicator LA.5.RP.2	Compare and contrast two or more characters, settings, or events in a literary text or texts.
<b>Extended Indicator LAE.5.RP.2</b>	<b>Compare or contrast two characters, settings, or events in a literary text.</b>

#### Author's Craft

	<b>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.</b>
Indicator LA.5.RP.3	Describe how a narrator or speaker's point of view influences the meaning of a literary text.
<b>Extended Indicator LAE.5.RP.3</b>	<b>Identify the point of view from which a text is written (i.e., character in the story, narrator outside the story).</b>
Indicator LA.5.RP.4	Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.
<b>Extended Indicator LAE.5.RP.4</b>	<b>Retell a simple literary text with a beginning, middle, and end.</b>

#### Knowledge and Ideas

	<b>Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.</b>
Indicator LA.5.RP.5	Compare and contrast the treatment of themes and topics in literary texts of the same genre.
<b>Extended Indicator LAE.5.RP.5</b>	<b>Identify similarities or differences between two literary texts on the same topic.</b>
Indicator LA.5.RP.6	Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.
<b>Extended Indicator LAE.5.RP.6</b>	<b>Answer literal and inferential questions, using information from a literary text.</b>



Indicator LA.5.RP.7	Explain the relationships between two or more characters, events, or ideas in a range of literary texts.
<b>Extended Indicator LAE.5.RP.7</b>	<b>Identify the relationship between two characters, two events, or two ideas in a literary text.</b>

<b>Range of Reading and Level of Text Complexity</b>	
	<b>Read and comprehend complex, grade-level literary text independently and proficiently.</b>
Indicator LA.5.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.

## Reading Informational Text

<b>Central Ideas and Details</b>	
	<b>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.</b>
Indicator LA.5.RI.1	Explain the central idea in an informational text and how it is conveyed through key details.
<b>Extended Indicator LAE.5.RI.1</b>	<b>Identify the explicitly stated central idea and/or a key detail that supports the explicitly stated central idea in an informational text.</b>
Indicator LA.5.RI.2	Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.
<b>Extended Indicator LAE.5.RI.2</b>	<b>Compare or contrast two individuals, events, ideas, or steps in a process in an informational text.</b>

<b>Author's Craft</b>	
	<b>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.</b>
Indicator LA.5.RI.3	Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.
<b>Extended Indicator LAE.5.RI.3</b>	<b>Identify an author's purpose in an informational text.</b>
Indicator LA.5.RI.4	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.
<b>Extended Indicator LAE.5.RI.4</b>	<b>Use text features (e.g., titles, headings, table of contents, glossaries, captions, graphs, maps, other visuals) to locate information.</b>

<b>Knowledge and Ideas</b>	
	<b>Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.</b>
Indicator LA.5.RI.5	Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.
<b>Extended Indicator LAE.5.RI.5</b>	<b>Summarize ideas from two informational texts on the same topic.</b>
Indicator LA.5.RI.6	Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).
<b>Extended Indicator LAE.5.RI.6</b>	<b>Answer literal and inferential questions, using information from an informational text.</b>
Indicator LA.5.RI.7	Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.
<b>Extended Indicator LAE.5.RI.7</b>	<b>Identify the relationship between two individuals, two events, or two ideas in an informational text.</b>

<b>Range of Reading and Level of Text Complexity</b>	
	<b>Read and comprehend complex, grade-level literary text independently and proficiently.</b>
Indicator LA.5.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 5 independently and proficiently.

## Vocabulary

<b>Acquisition and Use</b>	
	<b>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.</b>
<b>Indicator LA.5.V.1</b>	<b>Acquire and use grade-level academic vocabulary appropriately.</b>
Indicator LA.5.V.1.a	Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.
<b>Extended Indicator LAE.5.V.1.a</b>	<b>Use context clues (e.g., definitions, examples, restatements, comparisons in text) with or without illustrations to determine the meanings of words and phrases.</b>
Indicator LA.5.V.1.b	Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.
<b>Extended Indicator LAE.5.V.1.b</b>	<b>Use commonly occurring affixes to determine the meanings of words.</b>
Indicator LA.5.V.1.c	Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.

<b>Context and Connotation</b>	
	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
<b>Indicator LA.5.V.2</b>	<b>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</b>
Indicator LA.5.V.2.a	Interpret figurative language, including similes and metaphors, in context.
<b>Extended Indicator LAE.5.V.2.a</b>	<b>Use text and/or illustrations to determine the meaning of figurative language (e.g., alliteration, onomatopoeia, similes).</b>
Indicator LA.5.V.2.b	Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs.
Indicator LA.5.V.2.c	Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<b>Extended Indicator LAE.5.V.2.c</b>	<b>Identify commonly occurring synonyms and antonyms.</b>

## Writing

<b>Foundations of Writing</b>	
	<b>Apply handwriting skills to communicate ideas and information.</b>
	Mastered at Grade 2 and blended with other skills at this grade level.

<b>Productions of Writing</b>	
	<b>Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.</b>
<b>Indicator LA.5.W.1</b>	<b>Create grammatically correct multi-paragraph compositions with varied sentence structures.</b>
Indicator LA.5.W.1.a	Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.
<b>Extended Indicator LAE.5.W.1.a</b>	<b>Identify the use of quotation marks to indicate words spoken by characters in a text and/or a direct quote.</b>
Indicator LA.5.W.1.b	Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address.
<b>Extended Indicator LAE.5.W.1.b</b>	<b>Use commas to separate three items in a list.</b>
Indicator LA.5.W.1.c	Distinguish between and use types of adjectives (e.g., comparative, superlative).

Indicator LA.5.W.1.d	Distinguish between and use types of adjectives (e.g., comparative, superlative).
Indicator LA.5.W.1.e	Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.

<b>Indicator LA.5.W.2</b>	<b>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</b>
Indicator LA.5.W.2.a	Use prewriting activities and resources to plan, organize, and draft writing.
Indicator LA.5.W.2.b	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
Indicator LA.5.W.2.c	Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
Indicator LA.5.W.2.d	Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
Indicator LA.5.W.2.e	Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).
Indicator LA.5.W.2.f	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

<b>Modes of Writing</b>	
	<b>Write in a variety of modes for a variety of purposes and audiences across disciplines.</b>
<b>Indicator LA.5.W.3</b>	<b>Write creative and/or expressive pieces that describe a well-developed event or experience.</b>
Indicator LA.5.W.3.a	Establish a situation and introduce a narrator and/or character(s).
Indicator LA.5.W.3.b	Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.
<b>Extended Indicator LAE.5.W.3.b</b>	<b>Use precise words, phrases, and descriptive details to describe experiences or events.</b>
Indicator LA.5.W.3.c	Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.

Indicator LA.5.W.3.d	Provide a conclusion related to the creative or expressive event or experience.

<b>Indicator LA.5.W.4</b>	<b>Write opinion pieces that explain a perspective with supporting reasons and evidence.</b>
Indicator LA.5.W.4.a	Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.
Indicator LA.5.W.4.b	Use facts and details to support reasons and/or evidence.
Indicator LA.5.W.4.c	Use words, phrases, and key vocabulary to connect ideas.
<b>Extended Indicator LAE.5.W.4.c</b>	<b>Identify words and phrases that connect two main ideas.</b>
Indicator LA.5.W.4.d	Provide a concluding statement or section related to the perspective.

<b>Indicator LA.5.W.5</b>	<b>Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</b>
Indicator LA.5.W.5.a	Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
Indicator LA.5.W.5.b	Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.
Indicator LA.5.W.5.c	Use linking words and phrases and key vocabulary to connect ideas and categories of information.
Indicator LA.5.W.5.d	Provide a concluding statement or section related to the information or explanation(s).

<b>Indicator LA.5.W.6</b>	<b>Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic.</b>
Indicator LA.5.W.6.a	Paraphrase information and evidence to support ideas while avoiding plagiarism.
Indicator LA.5.W.6.b	Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
<b>Extended Indicator LAE.5.W.6.b</b>	<b>Identify relevant evidence from print and digital sources to support information on a given topic.</b>

Indicator LA.5.W.6.c	Sort evidence into categories using an appropriate note-taking format to collect and organize information.
Indicator LA.5.W.6.d	Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.
Indicator LA.5.W.6.e	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

## Speaking and Listening

<b>Comprehension and Collaboration</b>	
	<b>Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</b>
<b>Indicator LA.5.SL.1</b>	<b>Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.</b>
	a. Ask relevant questions to build on ideas and acquire or confirm information.
	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).
	e. Complete a task following multi-step directions.

<b>Presentation of Knowledge and Ideas</b>	
	<b>Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</b>
<b>Indicator LA.5.SL.2</b>	<b>Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.</b>

	a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts.
	b. Convey a perspective with clear reasoning and support.
	c. Identify the purpose and credibility of information being presented.
	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

**Sixth Grade English Language Arts Standards and Extended Indicators  
for  
Students with the Most Significant Disabilities**

**Reading Comprehension**

**Reading Prose and Poetry**

**Central Ideas and Details**

	<b>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.</b>
Indicator LA.6.RP.1	Determine the implied or explicit theme of a literary text and how it develops over the course of a text.
<b>Extended Indicator LAE.6.RP.1</b>	<b>Identify the explicit main idea or theme and/or a detail that supports that main idea or theme in a literary text.</b>
Indicator LA.6.RP.2	Explain how a plot unfolds as well as how the characters respond to events or changes as the plot moves toward a resolution.
<b>Extended Indicator LAE.6.RP.2</b>	<b>Identify how a character(s) changes from the beginning to the end of a literary text.</b>

**Author's Craft**

	<b>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.</b>
Indicator LA.6.RP.3	Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.
<b>Extended Indicator LAE.6.RP.3</b>	<b>Identify the point of view from which a text is written (i.e., character in the story, narrator outside the story), using key detail(s) from the text.</b>
Indicator LA.6.RP.4	Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g., theme, setting, or plot).
<b>Extended Indicator LAE.6.RP.4</b>	<b>Identify a change in a literary element (e.g., character, plot, setting) from the beginning to the end of a literary text.</b>

**Knowledge and Ideas**

	<b>Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.</b>
Indicator LA.6.RP.5	Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.



<b>Extended Indicator LAE.6.RP.5</b>	<b>Compare how the same topic is presented in two different literary genres.</b>
Indicator LA.6.RP.6	Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.
<b>Extended Indicator LAE.6.RP.6</b>	<b>Answer literal and inferential questions about a literary text.</b>
Indicator LA.6.RP.7	Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.
<b>Extended Indicator LAE.6.RP.7</b>	<b>Compare multicultural perspectives in a literary text(s).</b>

<b>Range of Reading and Level of Text Complexity</b>	
	<b>Read and comprehend complex, grade-level literary text independently and proficiently.</b>
Indicator LA.6.RP.8	Read and comprehend a wide range of literary text of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

## Reading Informational Text

<b>Central Ideas and Details</b>	
	<b>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.</b>
Indicator LA.6.RI.1	Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.
<b>Extended Indicator LAE.6.RI.1</b>	<b>Identify the explicit central idea and/or a detail that supports that central idea in an informational text.</b>
Indicator LA.6.RI.2	Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.
<b>Extended Indicator LAE.6.RI.2</b>	<b>Identify a detail that introduces a key individual or develops a key idea or event in an informational text.</b>

<b>Author's Craft</b>	
	<b>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.</b>
Indicator LA.6.RI.3	Explain how an author establishes and conveys a perspective or purpose in an informational text.
<b>Extended Indicator LAE.6.RI.3</b>	<b>Identify a detail that introduces a key individual or develops a key idea or event in an informational text.</b>

Indicator LA.6.RI.4	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<b>Extended Indicator LAE.6.RI.4</b>	<b>Identify how a particular phrase or sentence contributes to the structure and/or development of ideas in an informational text.</b>

<b>Knowledge and Ideas</b>	
	<b>Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.</b>
Indicator LA.6.RI.5	Compare and contrast one author's presentation of information with that of another.
<b>Extended Indicator LAE.6.RI.5</b>	<b>Compare how the same topic is presented in two different informational texts.</b>
Indicator LA.6.RI.6	Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.
<b>Extended Indicator LAE.6.RI.6</b>	<b>Answer literal and inferential questions about an informational text.</b>
Indicator LA.6.RI.7	Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.
<b>Extended Indicator LAE.6.RI.7</b>	<b>Compare multicultural perspectives in an informational text(s).</b>

<b>Range of Reading and Level of Text Complexity</b>	
	<b>Read and comprehend complex, grade-level literary text independently and proficiently.</b>
Indicator LA.6.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

## Vocabulary

<b>Acquisition and Use</b>	
	<b>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.</b>
<b>Indicator LA.6.V.1</b>	<b>Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</b>
Indicator LA.6.V.1.a	Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.

<b>Extended Indicator LAE.6.V.1.a</b>	<b>Use context clues (e.g., definitions, examples, restatements, comparisons in text, the overall meaning of a sentence, a word's position in a sentence) to determine the meanings of words and phrases.</b>
Indicator LA.6.V.1.b	Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).
<b>Extended Indicator LAE.6.V.1.b</b>	<b>Use commonly occurring affixes and roots to determine the meanings of words.</b>
Indicator LA.6.V.1.c	Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

<b>Context and Connotation</b>	
	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
<b>Indicator LA.6.V.2</b>	<b>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</b>
Indicator LA.6.V.2.a	Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.
<b>Extended Indicator LAE.6.V.2.a</b>	<b>Use text and/or illustrations to determine the meaning of figurative language (e.g., alliteration, onomatopoeia, similes, metaphors).</b>
Indicator LA.6.V.2.b	Determine the relationship between words (e.g., cause/effect, part/whole, item/category).
Indicator LA.6.V.2.c	Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).
<b>Extended Indicator LAE.6.V.2.c</b>	<b>Identify commonly occurring synonyms, antonyms, and homographs.</b>

## Writing

<b>Productions of Writing</b>	
	<b>Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.</b>
<b>Indicator LA.6.W.1</b>	<b>Create grammatically correct multi-paragraph compositions with varied sentence structures.</b>
Indicator LA.6.W.1.a	Apply knowledge of rules for capitalization.
<b>Extended Indicator LAE.6.W.1.a</b>	<b>Capitalize proper nouns in simple sentences.</b>
Indicator LA.6.W.1.b	Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses.

<b>Extended Indicator LAE.6.W.1.b</b>	<b>Use ending punctuation (limited to a period, question mark, and exclamation point) and commas in a series (limited to three items).</b>
Indicator LA.6.W.1.c	Use a colon to introduce items in a series; use a semicolon to combine independent clauses.
Indicator LA.6.W.1.d	Explain the function of articles (e.g., definite and indefinite) and apply knowledge to writing.
Indicator LA.6.W.1.e	Identify and use verb tenses (e.g., progressive).
Indicator LA.6.W.1.f	Distinguish between and use different types of phrases (e.g., prepositional and appositive).
Indicator LA.6.W.1.g	Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.

<b>Indicator LA.6.W.2</b>	<b>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</b>
Indicator LA.6.W.2.a	Use prewriting activities and resources to plan, organize, and draft writing.
Indicator LA.6.W.2.b	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
Indicator LA.6.W.2.c	Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
Indicator LA.6.W.2.d	Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
Indicator LA.6.W.2.e	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

<b>Modes of Writing</b>	
	<b>Write in a variety of modes for a variety of purposes and audiences across disciplines.</b>
<b>Indicator LA.6.W.3</b>	<b>Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</b>
Indicator LA.6.W.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically.

Indicator LA.6.W.3.b	Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.
Indicator LA.6.W.3.c	Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.
Indicator LA.6.W.3.d	Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.
<b>Extended Indicator LAE.6.W.3.d</b>	<b>Use precise words, phrases, and descriptive details to describe experiences and events.</b>
Indicator LA.6.W.3.e	Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.

<b>Indicator LA.6.W.4</b>	<b>Write arguments that explain a perspective with supporting reasons and evidence.</b>
Indicator LA.6.W.4.a	Introduce a claim clearly and develop a structure in which the ideas are grouped logically.
Indicator LA.6.W.4.b	Use relevant evidence from two or more credible sources.
<b>Extended Indicator LAE.6.W.4.b</b>	<b>Identify evidence that answers a question about a given topic.</b>
Indicator LA.6.W.4.c	Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.
<b>Extended Indicator LAE.6.W.4.c</b>	<b>Identify a word or phrase that shows a connection between a claim and supporting evidence (e.g., because, as a result, so, this means).</b>
Indicator LA.6.W.4.d	Provide a concluding statement or section that follows from the argument presented.

<b>Indicator LA.6.W.5</b>	<b>Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</b>
Indicator LA.6.W.5.a	Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
Indicator LA.6.W.5.b	Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.
Indicator LA.6.W.5.c	Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.

Indicator LA.6.W.5.d	Provide a concluding statement or section that follows from the information or explanation(s).

<b>Indicator LA.6.W.6</b>	<b>Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question.</b>
Indicator LA.6.W.6.a	Paraphrase and quote evidence to support ideas while avoiding plagiarism.
Indicator LA.6.W.6.b	Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
<b>Extended Indicator LAE.6.W.6.b</b>	<b>Identify credible print and digital sources of information to research a topic.</b>
Indicator LA.6.W.6.c	Select and use appropriate note-taking formats to collect and organize information.
Indicator LA.6.W.6.d	Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.
Indicator LA.6.W.6.e	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

## Speaking and Listening

Comprehension and Collaboration	
	<b>Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</b>
<b>Indicator LA.6.SL.1</b>	<b>Prepare for and participate in structured discussions and collaborations about 6th grade topics and texts.</b>
	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
	c. Select and use appropriate note-taking formats to collect and organize information.

	d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.
	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

<b>Presentation of Knowledge and Ideas</b>	
	<b>Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</b>
<b>Indicator LA.6.SL.2</b>	<b>Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas.</b>
	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts.
	b. Convey a perspective with clear reasoning and support.
	c. Analyze the purpose and credibility of information being presented.
	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language).
	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

**Seventh Grade English Language Arts Standards and Extended Indicators  
for  
Students with the Most Significant Disabilities**

**Reading Comprehension**

**Reading Prose and Poetry**

**Central Ideas and Details**

	<b>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.</b>
Indicator LA.7.RP.1	Determine two or more implied or explicit themes in a literary text and how they are supported with key details.
<b>Extended Indicator LAE.7.RP.1</b>	<b>Identify the explicit main idea or theme and/or a detail that supports that main idea or theme in a literary text.</b>
Indicator LA.7.RP.2	Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.
<b>Extended Indicator LAE.7.RP.2</b>	<b>Identify a key detail that develops the plot of a literary text.</b>

**Author's Craft**

	<b>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.</b>
Indicator LA.7.RP.3	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.
<b>Extended Indicator LAE.7.RP.3</b>	<b>Compare two characters' points of view in a literary text.</b>
Indicator LA.7.RP.4	Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.
<b>Extended Indicator LAE.7.RP.4</b>	<b>Identify the structure (e.g., narrative, compare/contrast, cause/effect, sequential/chronological) of a literary text.</b>

**Knowledge and Ideas**

	<b>Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.</b>
Indicator LA.7.RP.5	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.
<b>Extended Indicator LAE.7.RP.5</b>	<b>Determine whether a literary text is fiction or nonfiction, using details from the text.</b>



Indicator LA.7.RP.6	Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.
<b>Extended Indicator LAE.7.RP.6</b>	<b>Answer literal and inferential questions about a literary text.</b>
Indicator LA.7.RP.7	Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.

<b>Range of Reading and Level of Text Complexity</b>	
	<b>Read and comprehend complex, grade-level literary text independently and proficiently.</b>
Indicator LA.7.RP.8	Read and comprehend a wide range of literary text of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

## Reading Informational Text

<b>Central Ideas and Details</b>	
	<b>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.</b>
Indicator LA.7.RI.1	Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.
<b>Extended Indicator LAE.7.RI.1</b>	<b>Identify the explicit central idea and/or a detail that supports that central idea in an informational text.</b>
Indicator LA.7.RI.2	Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.

<b>Author's Craft</b>	
	<b>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.</b>
Indicator LA.7.RI.3	Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.
<b>Extended Indicator LAE.7.RI.3</b>	<b>Identify an author's purpose in an informational text.</b>
Indicator LA.7.RI.4	Analyze how the major sections of text contribute to the development of ideas in an informational text.

<b>Extended Indicator LAE.7.RI.4</b>	<b>Identify the structure (e.g., compare/contrast, cause/effect, sequential/chronological) of an informational text.</b>
--	--

<b>Knowledge and Ideas</b>	
	<b>Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.</b>
Indicator LA.7.RI.5	Analyze how the major sections of text contribute to the development of ideas in an informational text.
<b>Extended Indicator LAE.7.RI.5</b>	<b>Identify a phrase or sentence that contributes to the development of ideas in an informational text.</b>
Indicator LA.7.RI.6	Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.
<b>Extended Indicator LAE.7.RI.6</b>	<b>Answer literal and inferential questions about an informational text.</b>
Indicator LA.7.RI.7	Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.

<b>Range of Reading and Level of Text Complexity</b>	
	<b>Read and comprehend complex, grade-level literary text independently and proficiently.</b>
Indicator LA.7.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

## Vocabulary

<b>Acquisition and Use</b>	
	<b>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.</b>
<b>Indicator LA.7.V.1</b>	<b>Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</b>
Indicator LA.7.V.1.a	Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.
<b>Extended Indicator LAE.7.V.1.a</b>	<b>Use context clues (e.g., definitions, examples, restatements, comparisons in text, the overall meaning of a sentence, a word's position in a sentence, cause/effect) to determine the meanings of words and phrases.</b>

Indicator LA.7.V.1.b	Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).
<b>Extended Indicator LAE.7.V.1.b</b>	<b>Use commonly occurring affixes and roots to determine the meanings of words.</b>
Indicator LA.7.V.1.c	Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

<b>Context and Connotation</b>	
	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
<b>Indicator LA.7.V.2</b>	<b>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</b>
Indicator LA.7.V.2.a	Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.
<b>Extended Indicator LAE.7.V.2.a</b>	<b>Use context clues to determine the meaning of figurative language (e.g., alliteration, onomatopoeia, similes, metaphors, personification).</b>
Indicator LA.7.V.2.b	Determine the relationship between words (e.g., cause/effect, part/whole, item/category).
Indicator LA.7.V.2.c	Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).
<b>Extended Indicator LAE.7.V.2.c</b>	<b>Identify commonly occurring synonyms, antonyms, homographs, and homophones.</b>

## Writing

<b>Productions of Writing</b>	
	<b>Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.</b>
<b>Indicator LA.7.W.1</b>	<b>Create grammatically correct multi-paragraph compositions with varied sentence structures.</b>
Indicator LA.7.W.1.a	Apply knowledge of rules for capitalization.
<b>Extended Indicator LAE.7.W.1.a</b>	<b>Capitalize proper nouns in complex sentences.</b>
Indicator LA.7.W.1.b	Use a comma to separate coordinate adjectives.
<b>Extended Indicator LAE.7.W.1.b</b>	<b>Use ending punctuation (limited to a period, question mark, and exclamation point) and commas in a series (limited to three items).</b>

Indicator LA.7.W.1.c	Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative).
Indicator LA.7.W.1.d	Use a variety of prepositional and appositive phrases in sentences and paragraphs.
Indicator LA.7.W.1.e	Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.

<b>Indicator LA.7.W.2</b>	<b>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</b>
Indicator LA.7.W.2.a	Use prewriting activities and inquiry tools to plan, organize, and draft writing.
Indicator LA.7.W.2.b	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
Indicator LA.7.W.2.c	Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
Indicator LA.7.W.2.d	Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
Indicator LA.7.W.2.e	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

<b>Modes of Writing</b>	
	<b>Write in a variety of modes for a variety of purposes and audiences across disciplines.</b>
<b>Indicator LA.7.W.3</b>	<b>Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</b>
Indicator LA.7.W.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view, and organizing an event sequence that unfolds naturally and logically.
Indicator LA.7.W.3.b	Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.
Indicator LA.7.W.3.c	Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.
Indicator LA.7.W.3.d	Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.

<b>Extended Indicator LAE.7.W.3.d</b>	<b>Use precise words, phrases, and descriptive details to describe experiences and events.</b>
Indicator LA.7.W.3.e	Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.

<b>Indicator LA.7.W.4</b>	<b>Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</b>
Indicator LA.7.W.4.a	Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.
Indicator LA.7.W.4.b	Explain and cite relevant evidence from multiple credible sources.
<b>Extended Indicator LAE.7.W.4.b</b>	<b>Identify evidence that answers a question about a given topic.</b>
Indicator LA.7.W.4.c	Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence.
<b>Extended Indicator LAE.7.W.4.c</b>	<b>Determine a word or phrase that shows a connection between a claim and supporting evidence (e.g., because, as a result, so, this means).</b>
Indicator LA.7.W.4.d	Provide a concluding statement or section that follows from and supports the argument(s) presented.

<b>Indicator LA.7.W.5</b>	<b>Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</b>
Indicator LA.7.W.5.a	Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
Indicator LA.7.W.5.b	Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.
Indicator LA.7.W.5.c	Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.
Indicator LA.7.W.5.d	Provide a concluding statement or section that follows from the information or explanation(s).

<b>Indicator LA.7.W.6</b>	<b>Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question.</b>
Indicator LA.7.W.6.a	Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.

Indicator LA.7.W.6.b	Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
<b>Extended Indicator LAE.7.W.6.b</b>	<b>Identify credible print and digital sources of information to research a topic.</b>
Indicator LA.7.W.6.c	Select and use appropriate note-taking formats to collect and organize information.
Indicator LA.7.W.6.d	Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.
Indicator LA.7.W.6.e	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

## Speaking and Listening

### Comprehension and Collaboration

	<b>Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</b>
<b>Indicator LA.7.SL.1</b>	<b>Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.</b>
	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
	e. Complete a task following multi-step directions.

<b>Presentation of Knowledge and Ideas</b>	
	<b>Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</b>
<b>Indicator LA.7.SL.2</b>	<b>Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.</b>
	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts.
	b. Convey a perspective with clear reasoning and valid evidence.
	c. Analyze the purpose and credibility of information being presented.
	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

**Eighth Grade English Language Arts Standards and Extended Indicators  
for  
Students with the Most Significant Disabilities**

**Reading Comprehension**

**Reading Prose and Poetry**

**Central Ideas and Details**

	<b>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.</b>
Indicator LA.8.RP.1	Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.
<b>Extended Indicator LAE.8.RP.1</b>	<b>Determine the explicit or implied main idea or theme of a literary text and/or a key detail that supports that main idea or theme.</b>
Indicator LA.8.RP.2	Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.
<b>Extended Indicator LAE.8.RP.2</b>	<b>Identify a key detail that develops the plot of a literary text.</b>

**Author's Craft**

	<b>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.</b>
Indicator LA.8.RP.3	Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.
<b>Extended Indicator LAE.8.RP.3</b>	<b>Compare two characters' points of view in a literary text.</b>
Indicator LA.8.RP.4	Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.
<b>Extended Indicator LAE.8.RP.4</b>	<b>Determine the structure (e.g., narrative, compare/contrast, cause/effect, sequential/chronological) of a literary text or a portion of a literary text.</b>

**Knowledge and Ideas**

	<b>Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.</b>
Indicator LA.8.RP.5	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.



<b>Extended Indicator LAE.8.RP.5</b>	<b>Identify similarities or differences in themes, patterns of events, or character types between two fictional texts.</b>
Indicator LA.8.RP.6	Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.
<b>Extended Indicator LAE.8.RP.6</b>	<b>Answer literal and inferential questions about a literary text.</b>
Indicator LA.8.RP.7	Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between characters or ideas within and across a range of literary texts.

<b>Range of Reading and Level of Text Complexity</b>	
	<b>Read and comprehend complex, grade-level literary text independently and proficiently.</b>
Indicator LA.8.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

## Reading Informational Text

<b>Central Ideas and Details</b>	
	<b>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.</b>
Indicator LA.8.RI.1	Determine two or more implied or explicit central ideas and how they develop over the course of an informational text, including their relationship to supporting ideas.
<b>Extended Indicator LAE.8.RI.1</b>	<b>Determine the explicit or implied central idea of an informational text and/or a key detail that supports that central idea.</b>
Indicator LA.8.RI.2	Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.

<b>Author's Craft</b>	
	<b>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.</b>
Indicator LA.8.RI.3	Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.
<b>Extended Indicator LAE.8.RI.3</b>	<b>Identify an author's perspective or purpose in an informational text.</b>

Indicator LA.8.RI.4	Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.
<b>Extended Indicator LAE.8.RI.4</b>	<b>Determine the structure (e.g., compare/contrast, cause/effect, sequential/chronological) of an informational text or a portion of an informational text.</b>

<b>Knowledge and Ideas</b>	
	<b>Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.</b>
Indicator LA.8.RI.5	Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.
<b>Extended Indicator LAE.8.RI.5</b>	<b>Identify conflicting information or other differences between two informational texts on the same topic written by different authors.</b>
Indicator LA.8.RI.6	Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.
<b>Extended Indicator LAE.8.RI.6</b>	<b>Answer literal and inferential questions about a persuasive text or other types of informational text.</b>
Indicator LA.8.RI.7	Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas within and across a range of informational texts.

<b>Range of Reading and Level of Text Complexity</b>	
	<b>Read and comprehend complex, grade-level informational text independently and proficiently.</b>
Indicator LA.8.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

## Vocabulary

<b>Acquisition and Use</b>	
	<b>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.</b>
<b>Indicator LA.8.V.1</b>	<b>Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</b>
Indicator LA.8.V.1.a	Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.

<b>Extended Indicator LAE.8.V.1.a</b>	<b>Use context clues (e.g., definitions, examples, restatements, comparisons in text, the overall meaning of a sentence, a word's position in a sentence, cause/effect) to determine the meanings of words and phrases.</b>
Indicator LA.8.V.1.b	Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede).
<b>Extended Indicator LAE.8.V.1.b</b>	<b>Use commonly occurring affixes and roots to determine the meanings of words.</b>
Indicator LA.8.V.1.c	Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

<b>Context and Connotation</b>	
	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
<b>Indicator LA.8.V.2</b>	<b>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</b>
Indicator LA.8.V.2.a	Interpret figures of speech (e.g., verbal irony, puns) in context.
<b>Extended Indicator LAE.8.V.2.a</b>	<b>Use context clues to determine the meaning of figurative language (e.g., alliteration, onomatopoeia, similes, metaphors, personification, idioms).</b>
Indicator LA.8.V.2.b	Determine the relationship between particular words to better understand each of the words.
Indicator LA.8.V.2.c	Distinguish between the connotations of words with similar denotations (e.g., willful, resolute).
<b>Extended Indicator LAE.8.V.2.c</b>	<b>Identify commonly occurring synonyms, antonyms, homographs, and homophones.</b>

## Writing

<b>Productions of Writing</b>	
	<b>Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.</b>
<b>Indicator LA.8.W.1</b>	<b>Create grammatically correct multi-paragraph compositions with varied sentence structures.</b>
Indicator LA.8.W.1.a	Apply knowledge of rules for capitalization.
<b>Extended Indicator LA.8.W.1.a</b>	<b>Capitalize proper nouns in complex sentences.</b>
Indicator LA.8.W.1.b	Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission.

<b>Extended Indicator LAE.8.W.1.b</b>	<b>Use ending punctuation (limited to a period, question mark, and exclamation point) and commas in a series (limited to three items).</b>
Indicator LA.8.W.1.c	Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives).
Indicator LA.8.W.1.d	Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g., indicative, subjunctive, conditional, imperative).
Indicator LA.8.W.1.e	Use appropriate parallel structure in words, phrases, and clauses.
Indicator LA.8.W.1.f	Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.

<b>Indicator LA.8.W.2</b>	<b>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</b>
Indicator LA.8.W.2.a	Identify and use resources and inquiry tools to plan, organize, and draft writing.
Indicator LA.8.W.2.b	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
Indicator LA.8.W.2.c	Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
Indicator LA.8.W.2.d	Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
Indicator LA.8.W.2.e	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

<b>Modes of Writing</b>	
	<b>Write in a variety of modes for a variety of purposes and audiences across disciplines.</b>
<b>Indicator LA.8.W.3</b>	<b>Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</b>
Indicator LA.8.W.3.a	Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically.

Indicator LA.8.W.3.b	Use literary techniques (e.g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings.
Indicator LA.8.W.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
Indicator LA.8.W.3.d	Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture.
<b>Extended Indicator LAE.8.W.3.d</b>	<b>Use precise words, phrases, and descriptive details to describe experiences and events.</b>
Indicator LA.8.W.3.e	Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece.

<b>Indicator LA.8.W.4</b>	<b>Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</b>
Indicator LA.8.W.4.a	Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.
Indicator LA.8.W.4.b	Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically.
<b>Extended Indicator LAE.8.W.4.b</b>	<b>Identify a claim made about a given topic.</b>
Indicator LA.8.W.4.c	Explain and cite relevant evidence from multiple credible sources.
<b>Extended Indicator LAE.8.W.4.c</b>	<b>Use relevant evidence to support a claim.</b>
Indicator LA.8.W.4.d	Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence.
Indicator LA.8.W.4.e	Adapt style and tone appropriate to the norms and conventions of the task and discipline.
Indicator LA.8.W.4.f	Provide a conclusion that follows from and supports the argument(s) presented.

<b>Indicator LA.8.W.5</b>	<b>Write informative/explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience.</b>
Indicator LA.8.W.5.a	Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements.

Indicator LA.8.W.5.b	Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.
Indicator LA.8.W.5.c	Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts.
Indicator LA.8.W.5.d	Provide a concluding statement or section that follows from the information or explanation(s).

<b>Indicator LA.8.W.6</b>	<b>Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s).</b>
Indicator LA.8.W.6.a	Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.
Indicator LA.8.W.6.b	Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings.
<b>Extended Indicator LAE.8.W.6.b</b>	<b>Identify and/or use credible print and digital sources of information to ask and answer questions about a given topic.</b>
Indicator LA.8.W.6.c	Select and use appropriate note-taking formats to collect and organize information.
Indicator LA.8.W.6.d	Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.
Indicator LA.8.W.6.e	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

## Speaking and Listening

<b>Comprehension and Collaboration</b>	
	<b>Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</b>
<b>Indicator LA.8.SL.1</b>	<b>Initiate and participate in structured discussions and collaborations about 8th grade topics and texts.</b>
	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.

	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
	e. Complete a task following complex, multi-step directions.

<b>Presentation of Knowledge and Ideas</b>	
	<b>Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</b>
<b>Indicator LA.8.SL.2</b>	<b>Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.</b>
	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts.
	b. Convey a perspective with clear reasoning and valid evidence.
	c. Analyze the purpose of information being presented and evaluate its motives (e.g., social, commercial, political).
	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
	e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.

**High School English Language Arts Standards and Extended Indicators  
for  
Students with the Most Significant Disabilities**

**Reading Comprehension**

**Reading Prose and Poetry**

**Central Ideas and Details**

	<b>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.</b>
Indicator LA.12.RP.1	Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.
<b>Extended Indicator LAE.12.RP.1</b>	<b>Determine the explicit or implied main idea or theme of a literary text and/or a key detail that supports that main idea or theme.</b>
Indicator LA.12.RP.2	Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.
<b>Extended Indicator LAE.12.RP.2</b>	<b>Answer literal and inferential questions about key elements (e.g., characters, setting, plot) in a literary text, and/or identify how a relationship between key elements (e.g., characters, setting, plot) in a literary text contributes to the meaning of a story.</b>

**Author's Craft**

	<b>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.</b>
Indicator LA.12.RP.3	Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.
<b>Extended Indicator LAE.12.RP.3</b>	<b>Determine the author's point of view that contributes to the overall meaning of a literary text.</b>
Indicator LA.12.RP.4	Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.
<b>Extended Indicator LAE.12.RP.4</b>	<b>Determine the structure (e.g., narrative, compare/contrast, cause/effect, sequential/chronological) of a literary text or a portion of a literary text.</b>

**Knowledge and Ideas**

	<b>Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.</b>
--	--



Indicator LA.12.RP.5	Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
Indicator LA.12.RP.6	Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.
<b>Extended Indicator LAE.12.RP.6</b>	<b>Determine how the themes of two literary texts are related.</b>
Indicator LA.12.RP.7	Analyze and evaluate multiple perspectives within and across a wide range of literary texts.

<b>Range of Reading and Level of Text Complexity</b>	
	<b>Read and comprehend complex, grade-level literary text independently and proficiently.</b>
Indicator LA.12.RP.8	Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.

## Reading Informational Text

<b>Central Ideas and Details</b>	
	<b>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.</b>
Indicator LA.12.RI.1	Evaluate the development of central ideas over the course of an informational text or texts.
<b>Extended Indicator LAE.12.RI.1</b>	<b>Determine the explicit or implied central idea of an informational text and/or a key detail that supports that central idea.</b>
Indicator LA.12.RI.2	Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.

<b>Author's Craft</b>	
	<b>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.</b>
Indicator LA.12.RI.3	Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.
<b>Extended Indicator LAE.12.RI.3</b>	<b>Determine an author's perspective or purpose that contributes to the overall meaning of an informational text.</b>
Indicator LA.12.RI.4	Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging.

<b>Extended Indicator LAE.12.RI.4</b>	<b>Determine the structure (e.g., compare/contrast, cause/effect, sequential/chronological) of an informational text or a portion of an informational text.</b>
<b>Knowledge and Ideas</b>	
	<b>Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.</b>
Indicator LA.12.RI.5	Analyze seventeenth-, eighteenth-, and nineteenth century works of historical and literary significance for their central ideas, purposes, and rhetorical style.
Indicator LA.12.RI.6	Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.
<b>Extended Indicator LAE.12.RI.6</b>	<b>Determine how the central ideas of two informational texts are related.</b>
Indicator LA.12.RI.7	Analyze and evaluate multiple perspectives within and across a wide range of informational texts.

<b>Range of Reading and Level of Text Complexity</b>	
	<b>Read and comprehend complex, grade-level informational text independently and proficiently.</b>
Indicator LA.12.RI.8	Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.

## Vocabulary

<b>Acquisition and Use</b>	
	<b>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.</b>
<b>Indicator LA.12.V.1</b>	<b>Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</b>
Indicator LA.12.V.1.a	Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.
<b>Extended Indicator LAE.12.V.1.a</b>	<b>Use context clues (e.g., definitions, examples, restatements, comparisons in text, the overall meaning of a sentence, a word's position in a sentence, cause/effect) to determine the meanings of words and phrases.</b>
Indicator LA.12.V.1.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
Indicator LA.12.V.1.c	Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.

<b>Context and Connotation</b>	
	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
<b>Indicator LA.12.V.2</b>	<b>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</b>
Indicator LA.12.V.2.a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.
<b>Extended Indicator LAE.12.V.2.a</b>	<b>Use context clues to determine the meaning of figurative language (e.g., alliteration, onomatopoeia, similes, metaphors, personification, idioms).</b>
Indicator LA.12.V.2.b	Analyze nuances in the meanings of words with similar denotations.

## Writing

<b>Productions of Writing</b>	
	<b>Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.</b>
<b>Indicator LA.12.W.1</b>	<b>Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.</b>
Indicator LA.12.W.1.a	Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.
Indicator LA.12.W.1.b	Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.

<b>Indicator LA.12.W.2</b>	<b>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</b>
Indicator LA.12.W.2.a	Identify and use resources and inquiry tools to plan, organize, and draft writing.
Indicator LA.12.W.2.b	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
Indicator LA.12.W.2.c	Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.

Indicator LA.12.W.2.d	Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.
Indicator LA.12.W.2.e	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

<b>Modes of Writing</b>	
	<b>Write in a variety of modes for a variety of purposes and audiences across disciplines.</b>
<b>Indicator LA.12.W.3</b>	<b>Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.</b>
Indicator LA.12.W.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
Indicator LA.12.W.3.b	Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.
Indicator LA.12.W.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
Indicator LA.12.W.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.
<b>Extended Indicator LAE.12.W.3.d</b>	<b>Use precise word choice, descriptive details, and/or figurative language to describe experiences, events, ideas, or to tell a story.</b>
Indicator LA.12.W.3.e	Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.

<b>Indicator LA.12.W.4</b>	<b>Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</b>
Indicator LA.12.W.4.a	Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.
Indicator LA.12.W.4.b	Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.
<b>Extended Indicator LAE.12.W.4.b</b>	<b>Identify a claim made about a given topic.</b>

Indicator LA.12.W.4.c	Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.
<b>Extended Indicator LAE.12.W.4.c</b>	<b>Use words, phrases, or sentences to connect a claim and supporting evidence.</b>
Indicator LA.12.W.4.d	Adapt style and tone appropriate to the norms and conventions of the task and discipline.
Indicator LA.12.W.4.e	Provide a conclusion that follows from and supports the argument(s) presented.

<b>Indicator LA.12.W.5</b>	<b>Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.</b>
Indicator LA.12.W.5.a	Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.
Indicator LA.12.W.5.b	Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.
Indicator LA.12.W.5.c	Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.
Indicator LA.12.W.5.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
Indicator LA.12.W.5.e	Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.

<b>Indicator LA.12.W.6</b>	<b>Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).</b>
Indicator LA.12.W.6.a	Integrate information and evidence into writing selectively, accurately quoting, or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.
Indicator LA.12.W.6.b	Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.

<b>Extended Indicator LAE.12.W.6.b</b>	<b>Identify and/or use credible print and digital sources of information to ask and answer questions about a given topic.</b>
Indicator LA.12.W.6.c	Select and use appropriate note-taking formats to collect and organize information.
Indicator LA.12.W.6.d	Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).
Indicator LA.12.W.6.e	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

## Speaking and Listening

<b>Comprehension and Collaboration</b>	
	<b>Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</b>
<b>Indicator LA.12.SL.1</b>	<b>Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</b>
	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
	e. Complete a task following complex, multi-step directions.

<b>Presentation of Knowledge and Ideas</b>	
	<b>Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</b>

<b>Indicator LA.12.SL.2</b>	<b>Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.</b>
	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.
	b. Convey a perspective with clear reasoning and valid evidence.
	c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.
	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
	e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences