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"Educating Georgia's Future"

Extended Content Standards: A Support Resource for the Georgia Alternate Assessment

English Language Arts, Mathematics,
Science, and Social Studies

Middle School

2016-2017

Georgia Department of Education
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Acknowledgments

Georgia Center for Assessment

Georgia Department of Education, Assessment and Accountability

Georgia Department of Education, Curriculum and Instruction

Georgia Department of Education, Special Education Services and Support

Georgia educators with expertise in teaching students with significant cognitive disabilities
representing 14 districts across the state

Background

Since the implementation of the Georgia Alternate Assessment (GAA), the Georgia Department of Education has provided teachers with a variety of training and support opportunities related to the state's content standards and the instruction and assessment of students with significant cognitive disabilities. With the release of the *Extended Content Standards: A Support Resource for the Georgia Alternate Assessment*, teachers will have access to a document outlining skills aligned to the Georgia Standards of Excellence (GSE) for English Language Arts (ELA) and Mathematics and the Georgia Performance Standards (GPS) in Science and Social Studies, for use during the 2016-2017 school year.

Purpose of the Extended Content Standards Resource Guide

The purpose of this resource is to provide guidance to educators in identifying examples of student skills that align to the state's content standards and their related indicators/elements. Alignment refers to the connection of the skill through which students will demonstrate what they know and can do to the content standard expectations for general education students in a given grade. Students with significant disabilities are expected to receive instruction in and gain knowledge and skills as defined by the content standards. However, given their unique needs, they may need to learn these skills differently, in smaller segments, with fewer identified components, at a slower pace, and/or learn skills that would allow the student to access and eventually meet, the standard. Aligned skills allow the student to show learning of concepts and constructs within a grade-level standard, even though that learning is not at the level of their general education peers.

Extending content standards is one way to illustrate aligned skills. Through such extensions, skills that align are derived (or "extended") from the grade level standard. Each extension is an entry point that allows educators to teach standard-based skills that are both appropriate for the student with disabilities and allow the student to move toward higher levels of learning within the standard. After examining examples of similar resources developed by other states (with special thanks given to the Massachusetts Department of Elementary and Secondary Education), Georgia Educators who work with students with significant

disabilities worked toward developing extensions for content standards that appear on the GAA Blueprint.

This resource is intended to be a support for educators and should be utilized in conjunction with other GAA resources. The identification of aligned student skills will assist educators as they choose or develop tasks and materials for instruction and plan for student assessment. However, educators must continue to refine their understanding of the standards, aligned skills, adapted materials, instructional strategies, and assessment guidelines to appropriately instruct and assess each student. After identifying appropriate skills that align to the standard, activities encompassing the curriculum content and effective instructional strategies must be provided in order for the student to make educational progress. However, the use of this resource does not ensure any particular result or score for a student's GAA set of entries that comprise a portfolio.

Overview of Extended Content Standards

The extended content standards provided in this resource incorporate the description of specific skills listed in levels. Each specific skill begins with a verb, called directional vocabulary. The directional vocabulary relates to the student's observable behavior. This behavior is measurable and will allow the teacher and others to gauge the student's learning within the standard. Each skill also contains verbiage which focuses on the use of the directional vocabulary within the general education standard. Because of the unique strengths and needs of each student, the skills within these extended standards do not list specific materials or instructional strategies which must be utilized during instruction or assessment.

Levels are included within the Extended Content Standards to show the progression of complexity of skills aligned to the standard. The levels in which skills are listed move from Least Complex (to the far left) to Most Complex (to the far right). The Least Complex level contains skills which are typically thought of as access skills and are appropriate for students with the most significant cognitive disabilities. Skills in this level are targeted for those students who require the greatest level of adaptation to materials, content, and activities throughout the school, community, and home environment. The Most Complex level contains skills closest to

the given general education standard. All skills within a level align to the standard and can show student learning within that standard.

Each skill within one level of a standard extension is distinct, as the skill represents one concept or part of the standard. Students can learn various concepts related to a standard when multiple skills within a single level are instructed. Concepts within a standard can also be shown as a continuum when skills connect across the levels. Students can learn concepts which will lead to an understanding closer to meeting the standard as written when skills move from less to more complex.

Every attempt has been made to make the extended standards complete but not exhaustive. Additional skills, not listed within the resource guide, may align to the standard. Also, skills listed as part of a continuum may have steps between the levels which would be addressed as part of instruction.

Many standards include extensions at the Least Complex (or access) level which are appropriate for students with the most significant disabilities. However, there are standards for which extensions to the access level would alter the educational purpose or the intended learning target to the extent that the connection between the skill and content would be lost and the skill would no longer be aligned. Therefore, there are standards for which no skills are listed at the Least Complex level. This does not preclude the utilization of the same access skills in other standards given appropriate materials within aligned activities. In addition, some skills listed in the Less Complex level may be appropriate for students with the most significant disabilities when appropriate communication supports and manipulatives are provided.

Utilizing Extended Content Standards

Utilizing the Extended Content Standards Resource for Instruction

The extended content standards within this resource are appropriate for assisting educators in identifying skills to be instructed within *any* standard that is a part of the student's overall educational program. As part of the educational program, more than one skill within a standard/element may be identified as a target for instruction. Systems of prompting by the teacher, utilizing cues added to materials, and expanding the number of options for responding (e.g., number of choices given for an answer) are appropriate instructional strategies that support the learning of skills aligned to the standard.

Utilizing the Extended Content Standards Resource for Assessment

The GAA allows teachers to choose specific skills, aligned to the general education standards and listed on the GAA Blueprint, for which evidence of student learning will be provided. The extended content standards within this resource are intended to be a support for teachers as they identify those specific skills. There are, however, three important caveats to the use of this resource as teachers identify specific skills. **First, the use of the extended content standards that comprise this resource is not required when developing a GAA portfolio.** Teachers may choose to utilize these extensions, previously developed materials, or identify aligned student skills independently when beginning the assessment process. **Second, identification and use of a skill listed within this resource does not ensure a scorable GAA portfolio entry.** Teachers and administrators must continue to follow guidelines for identification, documentation and submission of aligned and appropriate skills within a GAA portfolio. **Third, the utilization of skills within a specific level neither precludes nor ensures a student will receive a certain score point within a portfolio entry.** Students with the most significant disabilities who show reasonable or exceptional progress within skills listed in the Least Complex level can obtain a level of Established or Extending within an entry. Likewise, a student who shows little progress in a skill listed in the Most Complex level may obtain an Emerging level.

When using this resource, it is important to remember that consistency of skill must be maintained across all pieces of evidence within an entry. While a student may receive instruction on a variety of skills within a standard, evidence of learning related to a single skill across both collection periods is the focus for the GAA. Evidence may be expanded to include other skills that are aligned to the standard or are part of the continuum to meeting the standard as the student increases knowledge and expertise. However, all pieces of evidence must show student work related to a single aligned skill.

The ultimate goal for assessment is for the student to independently utilize the aligned skill identified within the evidence. For some students, independence in a skill may not be attainable within the time period of GAA evidence collection. For these students, a decrease in the type and amount of prompting or cueing needed to lead to a correct response should be shown.

Identifying Current and Possible Future Student Skills

Students for whom these extended standards are appropriate come to the educational experience with different levels of previous experience and learning. A student may have little or no skills related to one standard, and have more skills and knowledge related to another. Likewise, each student within a class will have differences in level of current skills, materials, and supports needed to show learning, and rate at which new skills become a part of the student's overall functioning. Therefore, each student should be assessed on targeted standards to evaluate current skill level. Consistent formative assessment will inform next steps for continued student learning.

Implicit Understandings

The ultimate goal for instruction is for the student to become as independent as possible in their completion of the skill(s) identified as aligned to the standards. For the vast majority of students with significant disabilities, this means that adapted materials which meet the student's cognitive, physical, and sensory needs must be identified, developed, and utilized during instruction and assessment. Implicit in the skills listed for every standard and in any level is the use of adapted materials, assistive technology, and educational/assessment supports

which would allow the student to actively participate within the task, gain understanding, and then show what they know and can do.

Additional Considerations

Additional Considerations for Language Extended Content Standards

The Language Extended Content Standards are related to the understanding of specific words/phrases which leads to a better understanding of the text in which they appear. Implicit in the use of these extended content standards is the presentation of **grade-level** adapted text. The adaptation of text and the method through which students can show understanding can include the use of objects, symbols, word-symbol combinations, and high interest/low readability material.

Additional Considerations for Reading Foundations and Reading Extended Content Standards

The Reading Foundations and Reading standards relate to the understanding of a given text. The reading standards incorporate two types of text; informational and literature. Skills listed in the Reading Extended Content Standards identify the specific type of text to be utilized within the skill. Implicit in the use of these extended standards is the use of **grade-level** adapted text. The adaptation of text, including the method through which students can answer questions about the text, can include the use of objects, symbols, word-symbol combinations, and high interest/low readability material.

Additional Considerations for Writing Extended Content Standards

The Writing standards relate to the development of a text, incorporating ideas provided by the student, which is lasting (versus speaking, which is temporary) and can be read/utilized by others as a single product (versus numbering sentences as part of a worksheet activity). The Writing standards refer to different types of writing, including opinion/argumentative, informational/explanatory, or narrative. For students in grades 3 – 8 and high school, Writing standards include indicators which focus on specific parts of a written piece, such as the introduction or conclusion. Skills listed for these indicators are aligned unless the student's writing is incorporated into a complete written text.

Students may produce statements/sentences/written pieces in a variety of ways, based upon their cognitive, physical, and sensory needs. Students may utilize objects, symbols, symbol/word combinations, and/or written words to express ideas. Students may also communicate a statement, verbally or through the use of an AAC device, which is then scribed and included in a piece of writing. However, the fine motor skill of copying or tracing words which were not generated by the student as part of a complete written piece is not aligned to these standards.

Additional Considerations for Speaking/Listening Extended Content Standards

The Speaking/Listening standards relate to the presentation and understanding of ideas presented verbally. To complete these standards/elements, the most effective and efficient (considered the preferred) mode of communication should be utilized by the student when interacting with others. In addition, communication must be between the student and another individual or group of individuals. As the skills move from Least to Most Complex, students can also utilize communication skills in different activities and/or environments.

Additional Considerations for Mathematics Extended Content Standards

Students with significant disabilities often require the use of "hands-on" materials in order to understand and express learning in mathematics. Unless otherwise noted, manipulatives which are appropriate for student use, related to the standard, and reflect a real-world application of the concept can and should be provided to and be utilized by the student to show skill.

Additional Considerations for Science and Social Studies Extended Content Standards

The extended content standards provided for Science and Social Studies are a cross-section of Georgia Performance Standards available for assessment via the GAA. These standards were targeted for extensions due to their overall relevance for students with significant disabilities. However, all standards/elements listed in the GAA blueprint are available for inclusion within an individual student's portfolio for these content areas. The provision of an extended content standard in Science and Social Studies **does not imply** that only those standards/elements extended are appropriate for this group of students, available for assessment, or will be scored within a portfolio.

Understanding the Format of the Extended Content Standards

A sample of the extended content standards are presented on the next three pages. These samples are labeled to show the various parts of the extensions within the resource guide.

Every extension will include:

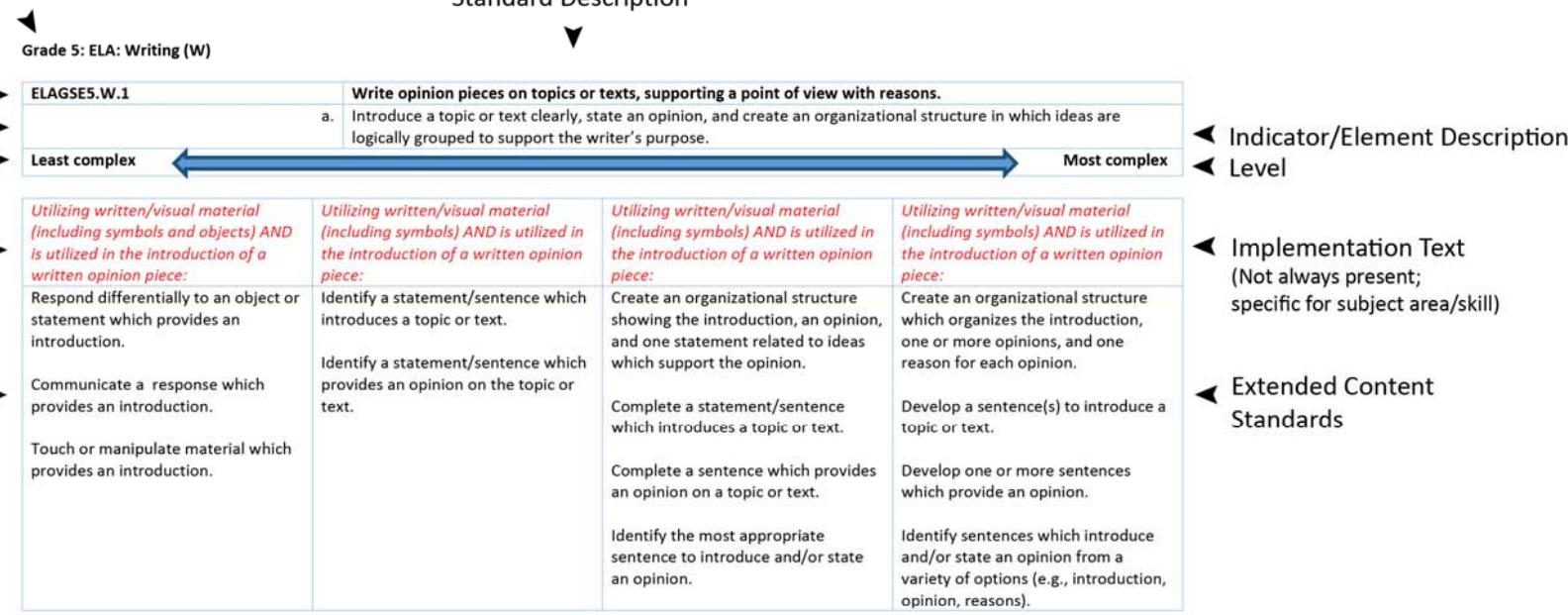
- Grade, Subject Area, Domain
- Standard Description
- Level
- Extended Content Standard
- Footer

Some extensions will include:

- Indicator/Element Level
- Implementation Text
- Math-specific Definitions

Detailed information related to the Extended Content Standards is found in the Definition of Terms section following the samples.

Understanding the Format of Extended Content Standards

Grade, Subject Area, Domain	Standard Description				
Grade 5: ELA: Writing (W)	►	ELAGSE5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
Standard Abbreviation	►	a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		
Indicator/Element Letter	►				
Level	►	Least complex			
Implementation Text (Not always present; specific for subject area/skill)	►	<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of a written opinion piece:</i></p> <p>Respond differentially to an object or statement which provides an introduction.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of a written opinion piece:</i></p> <p>Identify a statement/sentence which introduces a topic or text.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of a written opinion piece:</i></p> <p>Create an organizational structure showing the introduction, an opinion, and one statement related to ideas which support the opinion.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of a written opinion piece:</i></p> <p>Create an organizational structure which organizes the introduction, one or more opinions, and one reason for each opinion.</p>
Extended Content Standards	►	<p>Communicate a response which provides an introduction.</p> <p>Touch or manipulate material which provides an introduction.</p>	<p>Identify a statement/sentence which provides an opinion on the topic or text.</p>	<p>Complete a statement/sentence which introduces a topic or text.</p> <p>Complete a sentence which provides an opinion on a topic or text.</p> <p>Identify the most appropriate sentence to introduce and/or state an opinion.</p>	<p>Develop a sentence(s) to introduce a topic or text.</p> <p>Develop one or more sentences which provide an opinion.</p> <p>Identify sentences which introduce and/or state an opinion from a variety of options (e.g., introduction, opinion, reasons).</p>
<p>Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.</p>					
Footer	►	Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.			
					

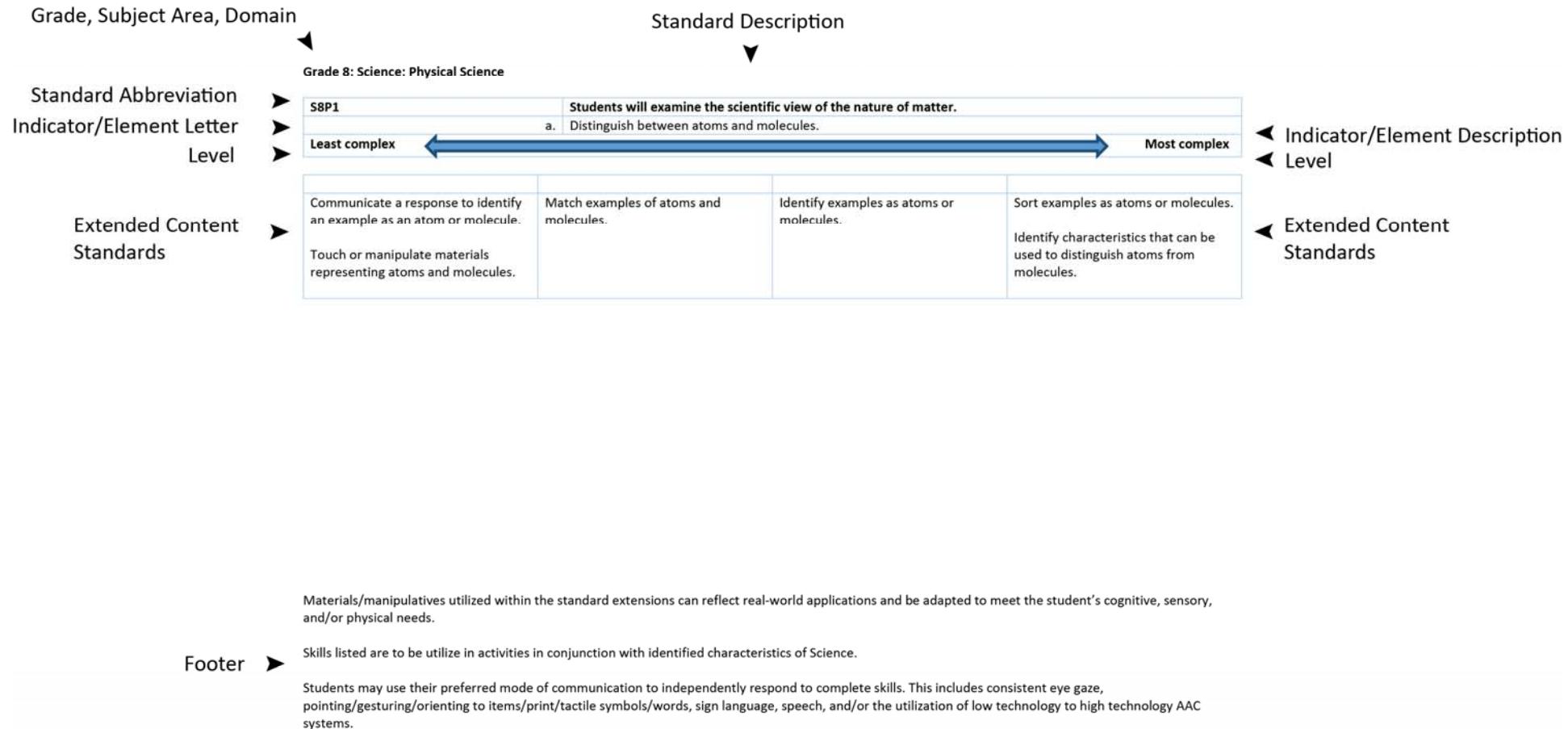
Understanding the Format of Extended Content Standards

Grade, Subject Area, Domain	Standard Description			
Standard Abbreviation	► MGSE9-12.A.CED.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, quadratic, and exponential functions (integer inputs only).		
Indicator/Element Letter	►			
Level	► Least complex			
Extended Content Standards	►	<p>Respond differentially to materials representing a variable from a number sentence.</p> <p>Create an equation with objects, pictures, symbols and/or numbers that represents a real world problem. (e.g., Four people (represented with pictures) want to go to the baseball game. They have two tickets (represented with raffle tickets). How many more tickets do they need to buy? $2 + x = 4$).</p> <p>Solve an equation representing a real word problem with objects, pictures, symbols, and/or numbers.</p>	<p>Complete an equation with one variable that represents a real world problem (e.g., Ava needs to earn \$70 to afford a Bluetooth speaker she wants. She has \$40 dollars saved, how much more does she need? $\underline{\hspace{2cm}} + x = 70$).</p> <p>Complete an inequality with one variable that represents a real world problem (e.g., Carlos needs to earn at least \$80 to afford a hotel room for one night. He earns \$9 an hour. How many hours must he work? $\underline{\hspace{2cm}} \times ? \geq 80$ Carlos must work at least $\underline{\hspace{2cm}}$ hours.).</p> <p>Create an equation with one variable and use it to solve a real world problem (e.g., Ava needs to earn \$79.99 to afford a Bluetooth speaker she wants. She has \$38 dollars saved, how much more does she need? $\underline{\hspace{2cm}} + x = \underline{\hspace{2cm}}$).</p> <p>Create an inequality with one variable and use it to solve a real world problem (e.g., Carlos needs to earn at least \$80 to afford a hotel room for one night. He earns \$9 an hour. How many hours must he work? $\underline{\hspace{2cm}} \times ? \geq \underline{\hspace{2cm}}$ Carlos must work at least $\underline{\hspace{2cm}}$ hours.).</p>	
Math-specific Definitions	►	<p>Definition: Equation is a number sentence that contains an equals symbol.</p> <p>Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.</p>		
Footer	►	<p>Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.</p>		

► Indicator/Element Description
► Level

► Extended Content Standards

Understanding the Format of Extended Content Standards



Definition of Terms Used within Extended Content Standards

- **Adapted** materials are those that have been altered in complexity, format, and/or presentation. An adapted material will reflect the content of the standard and will allow for ease of use and understanding by the student with cognitive, sensory, and/or physical disabilities.
- **Directional Vocabulary** refers to the verb found at the beginning of each extended content standard. Directional vocabulary reflects an observable and measurable behavior that will allow the teacher and others to gauge the students within the standard. Students may utilize their preferred mode of communication and adapted materials to show their learning within the standard utilizing the directional vocabulary. Some specific directional vocabulary found within the least complex level of the extended content standards include:
 - **Communicate**, which means the student purposefully utilizes their preferred mode of communication to indicate a desired response to a question or comment about the content;
 - **Respond differentially**, which means that the student changes their behavior only when presented with adapted materials related to the content and that change can be interpreted as an answer to a question or desired response;
 - **Manipulate materials**, which means that the student picks up, moves, holds and/or releases adapted materials in ways that can be interpreted as an answer to a question or desired response.
- **Element** is the sub skill related to a standard within Georgia Performance Standards. Elements are currently a part of the Science and Social Studies Extended Content Standards.
- **Extended Content Standards** identify skills aligned to grade-level standards and provide an entry point for the student to show what they know and can do within a standard. Extended Standards take into consideration the need of the student with disabilities to learn skills differently, in small segments, with fewer identified components, at a slower

pace, or are not at the level of, but would allow the student to eventually meet, the standard.

- **Grade Level** refers to the standards, content, concepts, and materials being utilized by the general education students of the same grade as the student with disabilities. Grade level materials and manipulatives being presented to and utilized by the student with disabilities can and should be adapted to meet the student's cognitive, sensory, and/or physical disabilities.
- **Implementation Text** describes the basic considerations and supports which are a condition of the student implementing the extended standard skill. Implementation text is found in the English Language Arts subject area. Considerations and supports included in implementation text include:
 - the student utilizing a preferred and consistent mode of communication;
 - the student utilizing the skill in different environments and/or with different people;
 - the student utilizing adapted materials to assist in the production of a written product;
 - the writing of the student being utilized within a complete written text.
- **Indicator** is the sub skill related to a standard within the Georgia Standards of Excellence. Indicators are currently a part of the English Language Arts and Mathematics Extended Content Standards.
- **Levels** are included to show the progression of complexity of skills within the content standard extensions. Levels progress from Least Complex to Most Complex, moving from left to right across the standard extension.
- **Manipulatives** refer to the items utilized by the student in the demonstration of a skill. Manipulatives can and should be adapted to meet the student's cognitive, sensory, and/or physical needs.
- **Materials** also refer to the items utilized by the student in a demonstration of a skill. Materials should reflect the content of the standard, and can and should be adapted to complexity, format, and/or presentation to meet the needs of the student. In addition,

materials can reflect a real-world application so that the content and skill becomes more relevant to the student.

- **Primary mode of communication** refers to the way in which the student most consistently and effectively indicates a need, want, or choice to another person. Students with disabilities can utilize a variety of methods to communicate, and often will have instruction in communication skills to become more proficient with these methods. Methods of communication include utilizing:
 - **Consistent Eye Gaze** in which a student maintains a look at materials/picture communication symbols for a period long enough to be interpreted as an answer to a question or desired response;
 - **Gesturing/Orienting/Pointing** in which a student moves part of the body toward a desired response;
 - Sign language;
 - Speech;
 - **Utilization of low technology to high technology AAC systems** in which a student uses a communication system designed to meet their cognitive, physical, and/or sensory needs.
- **Real-world applications** refers to materials which reflect activities or a utilization of skill which would be required outside of the classroom or school.
- **Standards** are the overall skills the student should understand and be able to demonstrate as part of the general curriculum in each grade.
- **Text** refers to a written piece of material which the student utilizes to gain information, for entertainment, or as part of instruction. Text utilized in these standards include:
 - **Informational text** which provides the reader with facts, ideas, information, instructions, or opinions in narrative and non-narrative formats.
 - **Literary text** which is fictional and includes dramas, poems, and stories.
- **Written/visual materials** are those utilized by the student to create a permanent product reflecting personal ideas/opinions/arguments, providing information about materials or topics, retelling an experience, or creating a story.

Sixth Grade: English/Language Arts and Mathematics

Grade 6: ELA: Language (L)

ELAGSE6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
Least complex		Most complex	
	Match an unknown word/phrase to possible meaning found within the sentence/paragraph.	Identify the context or statement which may provide a clue to the meaning of an unknown word or phrase.	Define unknown word/phrase within a sentence using context clues.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: ELA: Language (L)

ELAGSE6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		
Least complex			
	Most complex		
	Identify the common letter(s) within words with prefixes and roots (e.g., heat when given preheat or reheat).	Identify the prefix and roots when given known and new word (e.g., pre-when given heat/preheat). Match the meaning to words with prefix and/or suffixes attached.	Identify meanings of common prefixes and/or suffixes. Define words with prefixes and/or suffixes attached.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: ELA: Language (L)

ELAGSE6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
Least complex	Most complex

	Match key words from a text to entry from a print/digital/teacher-made dictionary, glossary, or thesaurus.	Find key words/phrases within a print/digital/teacher made-dictionary, glossary, or thesaurus.	Define key words/phrases found within a print/digital/teacher-made dictionary, glossary, or thesaurus.
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: ELA: Language (L)

ELAGSE6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Least complex	Most complex

	Complete a sentence by replacing an unknown word/phrase with its definition.	Identify the possible meaning of a word to the word and insert to complete a sentence.	Identify whether a possible meaning of a word “makes sense” within the context of a sentence.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: ELA: Reading Informational (RI)

ELAGSE6.RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
Least complex			
<p>Respond differentially when presented with a question about an informational text.</p> <p>Communicate a response when presented with a question about an informational text.</p> <p>Touch or manipulate materials representing an informational text as a response to a question.</p> <p>Identify material related to an informational text.</p>	<p>Answer basic comprehension questions (who, what, where, and/or when) based upon an informational text.</p> <p>Identify one or more details from an informational text.</p>	<p>Find a specific quote or sentence from a text to answer explicit (who, what, when, and/or where) questions from an informational text.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p>	<p>Identify multiple quotes or passages from an informational text to answer explicit (who, what, when, and/or where) questions.</p> <p>Answer complex comprehension questions in relation to an informational text (e.g., how and/or why) by stating the appropriate part of the text.</p> <p>Identify a statement within an informational text which provides information needed to make an inference.</p>

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: ELA: Reading Informational (RI)

ELAGSE6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
Least complex			
Communicate a response to provide the main idea of an informational text. Communicate a response to provide a key detail of an informational text.	Identify key details that support the main idea in an informational text.	Identify the main idea of an informational text. Group key details found in an informational text as appropriate for the format of the text (e.g., chronological, cause/effect, like details).	Identify at least one central idea of an informational text and identify two or more supporting details. Match central idea(s) found within an informational text with the key details supporting each.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: ELA: Reading Informational (RI)

ELAGSE6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		
Least complex			
<p>Communicate a response with a meaning of figurative, connotative, and/or technical words and phrases within an informational text.</p> <p>Touch or manipulate materials representing figurative, connotative, and/or technical words and phrases within an informational text.</p>	<p>Locate specific figurative, connotative, or technical words (language that implies meaning without being explicit, or conveys attitudes and feelings) within an informational text.</p> <p>Identify the meaning of a given word within the context of an informational text.</p>	<p>Match words with sentence/phrases giving the meaning as found in an informational text.</p>	<p>Identify sentence/phrases giving the meaning of figurative, connotative, or technical words within an informational text.</p> <p>Answer questions about figurative, connotative, or technical words and/or phrases found in an informational text.</p>

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

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Grade 6: ELA: Reading Informational (RI)

ELAGSE6.RI.5	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.		
Least complex			
	<p>Match sentences (individually or within paragraphs) with the structure they describe within the overall informational text.</p>	<p>Identify the structure (e.g., comparison, cause/effect, problem/solution) of an event or section found in an informational text.</p>	<p>Sort multiple sentences, paragraphs, or sections of informational text by structure (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>Arrange sets of text (sentences, paragraphs) to appropriately reflect the overall structure of an informational text.</p>

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Grade 6: ELA: Reading Literary (RL)

ELAGSE6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
Least complex			
<p>Respond differentially when presented with a question about a literary text.</p> <p>Communicate a response when presented with a question about a literary text.</p> <p>Touch or manipulate materials representing a literary text as a response to a question.</p> <p>Identify material related to the literary text presented.</p>	<p>Identify details found within a sentence or paragraph to answer explicit (who, what, when, and/or where) questions from a literary text.</p> <p>Identify one or more details from a literary text.</p>	<p>Find a specific quote or sentence from a text to answer explicit (who, what, when, and/or where) questions from a literary text.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p>	<p>Answer complex comprehension questions in relation to a literary text (e.g., how and/or why) by stating the appropriate part of the text.</p> <p>Identify multiple quotes or passages from a literary text which answer explicit (who, what, when, and/or where) questions.</p> <p>Identify a statement within a literary text which provides information needed to make an inference to answer how and/or why questions.</p>

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Grade 6: ELA: Reading Literary (RL)

ELAGSE6.RL.2	Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
Least complex			
Communicate a response to provide the main idea of a literary text. Communicate a response to provide a key event within a literary text.	Identify key details in a literary text.	Match main theme(s) found within a literary text with the key events supporting each. Group key events found in a literary text in relation to a possible theme.	Identify at least one theme/central idea of a literary text. Identify two or more supporting details for a theme/central idea of a literary text. Sequence key events found in a literary text to provide a summary of the text.

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Grade 6: ELA: Reading Literary (RL)

ELAGSE6.RL.3	<p>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.</p>
Least complex 	Most complex
<p>Respond differentially when presented with material describing the character or plot in a literary text.</p> <p>Communicate a response describing a character or plot in a literary text.</p> <p>Touch or manipulate materials representing the character in a literary text as a response to a question.</p> <p>Identify materials representing characters, settings, and/or episodes from a literary text.</p>	<p>Identify one or more characters from a literary text.</p> <p>Identify one or more settings and/or events from a literary text.</p> <p>Identify the events occurring at the beginning and end of a story or drama.</p> <p>Match two or more characters with their corresponding setting and/or event from a literary text.</p> <p>Match character(s) and character description(s) (e.g., happy, sad, scared) to key events in a literary text.</p> <p>Identify the events occurring at the beginning, middle, and end of a literary story or drama.</p> <p>Identify how one or more characters respond emotionally to an event/episode within a literary text.</p> <p>Sequence key events from a literary text.</p> <p>Identify how a character changes as a story unfolds in a story, poem, or drama.</p> <p>Explain how a character's actions and/or words affect the resolution of a conflict in a literary text.</p> <p>Place aspects of key events within a literary text, including characters, character(s) descriptions (e.g., happy, sad, scared), and actions in chronological order (beginning, middle, or end).</p>

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Grade 6: ELA: Reading Literary (RL)

ELAGSE6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		
Least complex			
<p>Communicate a response stating the meaning of words and phrases within a literary text.</p> <p>Touch or manipulate materials representing words and phrases used within a literary text.</p>	<p>Locate specific words/phrases within a literary text.</p> <p>Identify the overall tone (e.g. sad, happy, excited, scared) of a portion of a literary text.</p>	<p>Match words with sentence/phrases giving the meaning as found within a literary text.</p> <p>Locate figurative words/phrases within a literary text.</p> <p>Pair a word/phrase related to tone within a literary text with the feeling it conveys (e.g., sad, happy, excited, scared).</p>	<p>Identify the meaning of words/phrases as found within a literary text.</p> <p>Match figurative words/phrases found in a literary text with their meanings.</p> <p>Identify words/phrases related to tone (e.g., sad, happy, excited, scared) within a literary text.</p>

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Grade 6: ELA: Reading Literary (RL)

ELAGSE6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.		
Least complex			
	Identify the narrator or character who is “speaking” in a literary text.	Match point(s) of view with the character(s) in a literary text. Identify words/phrases/sentences from a specific event in a literary text which describe the narrator’s or speaker’s point of view.	Match points of view with the narrator or speaker given different passages (at the beginning, middle, or end) within a literary text. Sequence the points of view of the narrator or a specific speaker of a literary text.

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Grade 6: ELA: Reading Literary (RL)

ELAGSE6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		
Least complex	Most complex		
<p>Communicate a response to indicate a difference or similarity between a literary text and its multimedia adaptation.</p> <p>Identify materials that indicate a difference or similarity between a literary text and its multimedia adaptation.</p>	<p>Identify one or more characters found within a literary text and its multimedia adaptation.</p> <p>Identify one or more events found within a literary text and its multimedia adaptation.</p>	<p>Identify two characters and an event which are found within a literary text and its multimedia adaptation.</p> <p>Identify character(s), settings, and events found within a literary text and its multimedia adaptation.</p>	<p>Sort literary aspects (e.g., characters, setting, actions, tones) based upon whether those aspects are found in the original story, multimedia adaptation, or both.</p>

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Grade 6: ELA: Writing (W)

ELAGSE6.W.1	Write arguments to support claims with clear reasons and relevant evidence.		
Least complex	a. Introduce claim(s) and organize the reasons and evidence clearly.		Most complex
<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of a written argument:</i></p> <p>Respond differentially to an object or statement which provides an introduction.</p> <p>Communicate a response which provides an introduction.</p> <p>Touch or manipulate materials which provide an introduction.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of a written argument:</i></p> <p>Create an organizational structure showing a claim and more than one reason which support the claim of a written argument.</p> <p>Identify a statement/sentence which introduces a claim.</p> <p>Identify a statement/sentence which provides support for a claim.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of a written argument:</i></p> <p>Create an organizational structure showing a claim and multiple reasons and/or evidence.</p> <p>Complete a statement/sentence which introduces a claim.</p> <p>Complete a statement/sentence which provides support for a claim.</p> <p>Identify the most appropriate sentence to introduce and/or state a claim.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of a written argument:</i></p> <p>Create an organizational structure which organizes the introduction, claims, and reasons for each claim.</p> <p>Develop a sentence to introduce a claim within a written argument.</p> <p>Develop one or more sentences which provide reasons and/or evidence and include in a written argument.</p> <p>Identify sentences which introduce and/or state a claim from a variety of options (e.g., introduction, opinion, reasons).</p>

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Grade 6: ELA: Writing (W)

ELAGSE6.W.1	Write arguments to support claims with clear reasons and relevant evidence.		
b.	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		
Least complex			Most complex
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written argument:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the body of a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the body of a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the body of a written argument:</i>
Respond differentially to an object or statement which provides a reason for a claim. Communicate a response which provides a reason for a claim. Touch or manipulate material which provides a reason for a claim.	Match claim statement/sentence with supporting reasons. Identify a statement/sentence which provides support for a claim. Identify a statement/sentence from a source which provides support for a claim.	Complete a statement/sentence which supports a claim. Complete a statement/sentence which supports a claim with evidence from a credible source. Identify the most appropriate sentence(s) to provide support for a claim.	Develop a sentence which supports a claim. Develop a sentence which supports a claim with evidence from a credible source. Identify sentences which provide support for a claim from a variety of options (e.g., claims, opinion, evidence/support).

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Grade 6: ELA: Writing (W)

ELAGSE6.W.1	Write arguments to support claims with clear reasons and relevant evidence.		
c.	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		
Least complex	 Most complex		
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written argument:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written argument:</i>
	Add a provided linking word/phrase within a sentence to connect a claim and reason.	Identify and add a single linking word/phrase within a sentence to connect a claim and reason.	Identify and add the most appropriate linking word/phrase within a sentence to connect a claim and reason.

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Grade 6: ELA: Writing (W)

ELAGSE6.W.1	Write arguments to support claims with clear reasons and relevant evidence.		
	d. Establish and maintain a formal style.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written argument:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in a written argument:</i>
	Identify the sentence which best reflects a formal style to complete a statement/sentence.	Complete sentences with words which best reflect a formal style.	Develop sentences which reflect a formal style.

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Grade 6: ELA: Writing (W)

ELAGSE6.W.1	Write arguments to support claims with clear reasons and relevant evidence.		
	e. Provide a concluding statement or section that follows from the argument presented.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written argument:</i> Respond differentially to an object or statement which provides a conclusion. Communicate a response which provides a conclusion. Touch or manipulate material which provides a conclusion.	<i>Utilizing written/visual material (including symbols) AND is utilized in the conclusion of a written argument:</i> Identify a concluding statement/sentence.	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the conclusion of a written argument:</i> Complete a concluding statement/sentence. Identify the most appropriate concluding sentence(s).	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the conclusion of a written argument:</i> Develop a concluding sentence. Identify a concluding sentence from a variety of options (e.g., introduction of a text, reasons for a claim, restating/concluding an argument).

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Grade 6: ELA: Writing (W)

ELAGSE6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Least complex

Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the introduction of an informative/explanatory text:</i>
<p>Respond differentially to an object or statement which provides an introduction.</p> <p>Communicate a response which provides an introduction.</p> <p>Touch or manipulate material which provides an introduction.</p> <p>Respond differentially to a heading, graphic, or piece of multimedia which will aid in comprehension.</p> <p>Identify a heading, graphic, or piece of multimedia which will aid in comprehension.</p>	<p>Create and utilize an organizing structure showing an introduction and two pieces of information.</p> <p>Identify a statement/sentence which introduces a topic.</p> <p>Identify statements/sentences to indicate related information.</p> <p>Match headings, graphics, and/or multimedia to specific ideas.</p>	<p>Create and utilize an organizing structure showing an introduction and three pieces of information.</p> <p>Complete a statement/sentence which introduces a topic.</p> <p>Complete a statement/sentence to indicate related information.</p> <p>Identify a heading, graphic, or piece of multimedia for a specific idea.</p>	<p>Identify and use headings to support the development of an organizing structure showing an introduction and three pieces of information.</p> <p>Develop a sentence which introduces a topic.</p> <p>Identify graphics and/or multimedia for two or more specific ideas.</p>

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Grade 6: ELA: Writing (W)

ELAGSE6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the body of a written informative/explanatory text:</i>
Respond differentially to an object or statement which provides information about a topic. Communicate a response which provides information about a topic. Touch or manipulate material which provides information about a topic.	Identify a statement/sentence which describes the topic. Identify one fact or quote which provides detail about the topic.	Complete a sentence which describes the topic. Complete a sentence with a fact and/or quote on a topic.	Develop a sentence which describes the topic. Develop a sentence which includes a fact and/or quote on a topic.

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Grade 6: ELA: Writing (W)

ELAGSE6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	c. Use appropriate transitions to clarify the relationships among ideas and concepts.		
Least complex			
Most complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>
	Add a provided transition word/phrase to connect two ideas.	Identify and add a single transition word/phrase to connect two ideas.	Identify and add the most appropriate transition word/phrase to connect different types of ideas.

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Grade 6: ELA: Writing (W)

ELAGSE6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	e. Establish and maintain a formal style.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in written informative/ explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in a written informative/explanatory text:</i>
	Identify the sentence which best reflects a formal style to complete a statement/sentence.	Complete sentences with words which best reflect a formal style.	Develop sentences which reflect a formal style.

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Grade 6: ELA: Writing (W)

ELAGSE6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	f. Provide a concluding statement or section that follows from the information or explanation presented.		
Least complex			
Most complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written informative/explanatory text:</i> Respond differentially to an object or statement which provides a conclusion. Communicate a response which provides a conclusion. Touch or manipulate material which provides a conclusion.	<i>Utilizing written/visual material (including symbols) AND is utilized in the conclusion of a written informative/explanatory text:</i> Identify a concluding statement/sentence.	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the conclusion of a written informative/explanatory text:</i> Complete a concluding statement/sentence.	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the conclusion of a written informative/explanatory text:</i> Develop a concluding sentence. Identify a concluding sentence from a variety of options (e.g., introduction, detail or facts, conclusion).

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Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: ELA: Writing (W)

ELAGSE6.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>		
Least complex	 Most complex		
<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i></p> <p>Respond differentially to an object or statement which introduces a situation, narrator or character.</p> <p>Communicate a response which introduces a situation, narrator or character.</p> <p>Touch or manipulate material which introduces a situation, narrator or character.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i></p> <p>Create an organizing structure showing the introduction and conclusion.</p> <p>Identify a statement/sentence which establishes context.</p> <p>Identify a statement/sentence which describes the narrator or characters.</p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i></p> <p>Create an organizing structure showing the introduction, one event, and a conclusion.</p> <p>Complete a statement/sentence which establishes context.</p> <p>Complete a statement/sentence which describes the narrator or characters.</p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i></p> <p>Create an organizing structure showing the introduction, multiple events, and a conclusion.</p> <p>Develop a sentence which establishes context.</p> <p>Develop a sentence which describes the narrator or characters.</p>

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Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: ELA: Writing (W)

ELAGSE6.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>		
Least complex	Most complex		
<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>
	Identify a statement/sentence which describes an event. Identify a statement/sentence which describes the action of a character. Identify a statement/sentence which describes the feelings of a character. Identify a dialogue statement/sentence for a character.	Complete a statement/sentence which describes an event. Complete a statement/sentence which describes the action of a character. Complete a statement/sentence which describes the feelings of a character. Complete a dialogue sentence for a character.	Develop a sentence which describes an event. Develop a sentence which describes the action of a character. Develop a sentence which describes the feelings of a character. Develop dialogue for characters appropriate to a given situation.

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Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: ELA: Writing (W)

ELAGSE6.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
Least complex	Most complex		
<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>
	Add a provided temporal word/phrase to connect two events. Add a provided transitional word/phrase to connect two settings.	Identify a temporal word/phrase to connect two events. Identify and add a transitional word/phrase to connect two settings.	Develop sentences with temporal words/phrases to connect events. Develop sentences with transitional words to indicate movement between settings.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: ELA: Writing (W)

ELAGSE6.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		
Least complex	Most complex		
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written narrative:</i>
	Add a word which reflects a detail, mood or feeling to a statement/sentence about a character or event.	Identify words which reflect a detail, mood or feeling to include in a sentence about a character or event.	Identify words which best reflect a detail, mood, or feeling to include in a sentence about a character or event.

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Grade 6: ELA: Writing (W)

ELAGSE6.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
e. Provide a conclusion that follows from the narrated experiences or events.			
Least complex			

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>
Respond differentially to an object or statement which provides a sense of closure. Communicate a response which provides a sense of closure. Touch or manipulate material which provides a sense of closure.	Identify a concluding statement/sentence.	Complete a concluding statement/sentence.	Develop a concluding sentence.

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Grade 6: ELA: Writing (W)

ELAGSE6.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
Least complex	Most complex		
<i>With a peer or adult AND utilizing writing produced by the student:</i> Respond differentially to indicate the desire to change part of a written piece. Respond differentially to indicate completion of a written piece. Communicate a response regarding revision or completion of a written piece.	<i>With a peer or adult AND utilizing writing produced by the student:</i> Develop a two-part organizing structure for writing which is appropriate for the purpose (e.g., claim and reason for writing an argument). Identify one or more statements/sentences to revise.	<i>With a peer or adult AND utilizing writing produced by the student:</i> Develop a three-part organizing structure for writing which is appropriate for the purpose (e.g., introduction, one fact and conclusion for an informative/explanatory piece). Identify one or more sentences to revise and ask for suggestions.	<i>With a peer or adult AND utilizing writing produced by the student:</i> Develop an organizing structure for writing which is appropriate for and completes the purpose (e.g., all events to complete a narrative piece). Identify one or more sentences to revise and make revisions.

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Grade 6: ELA: Writing (W)

ELAGSE6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
Least complex	Most complex		
<p><i>Utilizing written/visual material (including symbols and objects) which results in a research project:</i></p> <p>Respond differentially to an object or statement which relates to a research project topic.</p> <p>Communicate a response which relates to a research project topic.</p> <p>Touch or manipulate material which relates to a research project topic.</p>	<p><i>Utilizing written/visual material (including symbols) which results in a research project:</i></p> <p>Identify a statement/sentence which provides the topic for a research project.</p> <p>Identify answers to a research question as found in print resources and/or digital tools.</p>	<p><i>Utilizing a variety of written/visual material (including symbols) which results in a research project:</i></p> <p>Complete a sentence which provides the topic for a research project.</p> <p>Locate and record answers to a research question using a single print resource and/or digital tool.</p>	<p><i>Utilizing a variety of written/visual material (including symbols) which results in a research project:</i></p> <p>Develop a sentence which provides the topic for a research project.</p> <p>Locate and record answers to a research question using more than one print resource and/or digital tool.</p>

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Grade 6: ELA: Writing (W)

ELAGSE6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		
Least complex			
			Most complex
<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written piece:</i>
Respond differentially to an object or statement which relates to relevant information from a print or digital source.	Identify a statement/sentence that paraphrases information from a print or digital source.	Complete a sentence that paraphrases information from a print or digital source.	Develop a sentence that paraphrases information from a print or digital source.
Communicate a response which relates to relevant information from a print or digital source.	Choose an appropriate/relevant statement/sentence found in a print or digital source.	Choose the most appropriate/relevant statement/sentence found a print or digital source.	Choose the most appropriate/relevant statements/sentences found in multiple print or digital sources.
Touch or manipulate material which relates to relevant information from a print or digital source.	Identify the author of information from a print source as part of a beginning bibliography.	Match authors with information provided as part of a beginning bibliography.	Add given bibliographic information to a bibliography.

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Grade 6: ELA: Writing (W)

ELAGSE6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
a. Apply grade 6 Reading standards to literature (e.g., Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics).	 <p style="text-align: center;">Least complex ← → Most complex</p>		
<p><i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about a literary text:</i></p> <p>Respond differentially to an object or statement which relates to relevant information from a literary text.</p> <p>Communicate a response which relates to relevant information from a literary text.</p> <p>Touch or manipulate material which relates to relevant information from a literary text.</p>	<p><i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i></p> <p>Identify a statement/sentence which includes appropriate evidence from a literary text.</p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i></p> <p>Complete a sentence with appropriate evidence which relates to information from a literary text.</p> <p>Choose an appropriate/relevant statement/sentence from a literary text that fits a writing prompt.</p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i></p> <p>Develop a sentence with appropriate evidence which relates to information from a literary text.</p> <p>Choose the most appropriate/relevant sentences from a literary text that best fit a writing prompt.</p>

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Grade 6: ELA: Writing (W)

ELAGSE6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Least complex	b. Apply grade 6 Reading standards to literary nonfiction (e.g., Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not).		Most complex
<p><i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about literary nonfiction:</i></p> <p>Respond differentially to an object or statement which relates to relevant information from a work of literary nonfiction.</p> <p>Communicate a response which relates to relevant information from a work of literary nonfiction.</p> <p>Touch or manipulate material which relates to relevant information from a work of literary nonfiction.</p>	<p><i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i></p> <p>Identify a statement/sentence which includes appropriate evidence from a presented work of literary nonfiction.</p> <p>Complete a sentence which includes appropriate evidence from a presented work of literary nonfiction.</p> <p>Choose an appropriate/relevant statement/sentence from a presented work of literary nonfiction that fits a writing prompt.</p> <p>Develop a sentence which includes appropriate evidence from a presented work of literary nonfiction.</p> <p>Choose the most appropriate/relevant statement/sentence from a presented work of literary nonfiction that best fits a writing prompt.</p>		

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

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Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
Least complex	 Most complex		
<i>Using the student's primary mode of communication:</i> Respond differentially to identify a statement to be included in a discussion. Identify a statement and utilize within a discussion. Present a statement within a discussion.	<i>Using the student's primary mode of communication with multiple teachers/peers:</i> Identify one or more statements, based upon a text or material being studied, and utilize within a discussion. Utilize a prepared statement at the appropriate time within a discussion.	<i>Using the student's primary mode of communication with multiple people and on different topics:</i> Identify multiple statements, based upon a text or material being studied, and utilize within a discussion. Utilize a prepared statement at the appropriate time within a discussion.	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i> Initiate statements based on material prepared for the discussion.

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Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		
Least complex			
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion. Provide a statement to another person.	Initiate a discussion. Listen to the ideas/questions of others before responding. Identify the individual role within a discussion. Identify the goals of the group discussion.	Initiate a discussion. Listen to the ideas/questions of others before responding. Identify the individual role within a discussion. Identify the goals of the group discussion.	Initiate a discussion. Listen to the ideas/questions of others before responding. Identify the individual role within a discussion. Identify the goals of the group discussion.

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Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		
Least complex	 Most complex		
<i>Using the student's primary mode of communication:</i> Respond differentially to identify an answer or question to be included in a discussion. Answer a question within a discussion. Provide a comment during a discussion.	<i>Using the student's primary mode of communication with multiple teachers/peers:</i> Ask a prepared question about a topic or text within a discussion. Present a prepared answer about a topic or text within a discussion.	<i>Using the student's primary mode of communication with multiple people and on different topics:</i> Ask a chosen question about a topic or text within a discussion. Present a chosen answer about a topic or text within a discussion.	<i>Using the student's primary mode of communication with multiple people, on different topics and in different locations:</i> Initiate a question about a topic or text within a discussion. Present an answer about a topic or text within a discussion.

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Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
Least complex			
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to paraphrase an idea included in a discussion. Provide a paraphrase of an idea provided during a discussion.	Identify and restate an idea about a topic or a text expressed within a discussion.	Identify and restate an idea about a topic or a text expressed within a discussion.	Identify and restate an idea about a topic or text expressed within a discussion.

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Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		
Least complex			
<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i>	<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i>	<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i>	<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i>
	Identify a statement which summarizes information. Identify a statement which connects information presented to a topic.	Develop a statement which summarizes a media presentation. Develop a statement which connects information presented to a topic.	Develop statements which summarize media presentations. Develop a statement which explains the connection between information and a topic, text, or issue.

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Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
Least complex			
<p><i>Using the student's primary mode of communication:</i></p> <p>Respond differentially to identify a claim made by a speaker.</p>	<p><i>Using the student's primary mode of communication:</i></p> <p>Identify a statement which summarizes a speaker's argument.</p> <p>Match a statement made by a speaker with provided evidence.</p>	<p><i>Using the student's primary mode of communication:</i></p> <p>Develop a statement which summarizes a speaker's argument.</p> <p>Identify whether a statement given by a speaker has supporting evidence.</p>	<p><i>Using the student's primary mode of communication:</i></p> <p>Develop statements which summarize more than one argument/claim made by a speaker.</p> <p>Identify whether each statement given by a speaker has supporting evidence.</p>

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Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		
Least complex			
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
<p>Respond differentially to identify a statement to be included in a presentation.</p> <p>Present one piece of information to others.</p>	<p>Present two pieces of information related to one topic.</p> <p>Place and present information in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements).</p>	<p>Present more than two pieces of information related to one topic.</p> <p>Place and present information in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).</p>	<p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).</p> <p>Present more than two pieces of information related to each topic.</p> <p>Place and present information in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		
Least complex	Most complex		
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Identify a multimedia component or visual display to include during a presentation. Utilize multimedia component(s) within a presentation.	Identify multimedia which will clarify information and/or findings (e.g., charts, graphs, etc.) to include during a presentation. Utilize multimedia component(s) within a presentation.	Identify multimedia which will clarify information and/or findings (e.g., charts, graphs, etc.) to include during a presentation. Utilize multimedia component(s) within a presentation.	Identify multimedia which will clarify information and/or findings (e.g., charts, graphs, etc.) to include during a presentation. Utilize multimedia component(s) within a presentation.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Least complex			
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
<p>Respond differentially to identify an idea to be included in a discussion.</p> <p>Present a piece of information to others.</p>	<p>Identify statements to be made in two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).</p> <p>Present a chosen statement appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).</p>	<p>Develop statements to be made in at least two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).</p> <p>Present developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).</p>	<p>Develop multiple statements to be made in multiple situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).</p> <p>Present multiple developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).</p>

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Grade 6: Mathematics: Ratios and Proportional Relationships (RP)

MGSE6.RP.1	<p>Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak. For every vote candidate A received, candidate C received nearly three votes."</p>		
Least complex			

<p>Respond differentially when presented with materials being utilized to develop ratios.</p> <p>Communicate a response to develop or describe ratio. Manipulate materials utilized to develop/describe ratios.</p>	<p>Identify the number of objects in a real-life problem situation using ratios (e.g., boys to girls).</p> <p>Manipulate materials to represent ratios given the relationship between two quantities (e.g., for every notebook we put two pencils, so the ratio of pencils to notebooks is 2:1).</p>	<p>Create different ratios among objects sorted by attribute, (e.g., package 3 pens and 2 pencils for 3:2 ratio).</p> <p>Identify the proportional relationship between two given quantities, using drawings, manipulatives, or technology (e.g., 16 cupcakes and 8 children, 2 cupcakes for every child).</p> <p>Express ratios using a jig/model, using part-to-part given in real-life problems (e.g., 3 blue marbles to 9 green marbles is a ratio of 3:9).</p>	<p>Express the mathematical relationship of two quantities as a ratio (e.g. the ratio of beaks to wings is 1:2).</p> <p>Express ratios in simplest form using part-to-part given in real-life problems (e.g., 3 blue marbles to 9 green marbles is a ratio of 1:3).</p> <p>Identify part-to-whole ratios with materials containing 3 or more attributes (e.g., blue marbles to the whole group containing blue, red, and green marbles).</p> <p>Match mathematical statements about ratios from a real-life example expressed in three different ways (e.g., 3 to 4, 3:4, $\frac{3}{4}$).</p>

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: Mathematics: Ratios and Proportional Relationships (RP)

MGSE6.RP.2	Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio $a:b$ with $b \neq 0$ (b not equal to zero), and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar. We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."
Least complex	Most complex

Communicate a response to state a ratio of items presented. Manipulate materials representing a ratio of items.	Manipulate materials representing ratios of a given unit rate to show the relationship between two quantities (e.g., If 6 quarters for 2 sodas, then rate would be 3 quarters per 1 can of soda).	Identify the two quantities needed to solve a ratio problem given a specific unit rate (e.g., If 6 quarters for 2 sodas, then rate would be 3 quarters per 1 can of soda).	Identify a unit rate for whole amounts under 12 (e.g., 3 pieces of candy for \$6 is \$2 per piece of candy.)
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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: Mathematics: Ratios and Proportional Relationships (RP)

MGSE6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations.
	a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

Least complex

Most complex

Communicate a response to identify a ratio or complete a ratio table. Manipulate materials representing a ratio of items. Manipulate materials utilized for plotting a given point from a ratio table on a coordinate plane.	Manipulate materials to show repeated use of a specific ratio (e.g., for each notebook we put two pencils, so for 3 notebooks we need 6 pencils).	Identify quantities related to ratio of items presented in a ratio table. Identify ordered pair(s) that describes the location of a given point(s) on a coordinate plane.	Complete a table of equivalent ratios with whole numbers to 20. Identify the ordered pair within a table of equivalent ratios which relates to the location of a given point on a coordinate plane.
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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

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Grade 6: Mathematics: Ratios and Proportional Relationships (RP)

MGSE6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations.
	b. Solve unit rate problems including those involving unit pricing and constant speed. For example, If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

Least complex

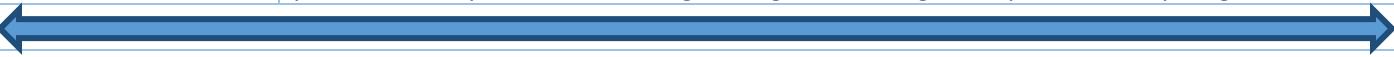
Most complex

Communicate a response to state a step needed to solve a unit pricing problem. Manipulate materials representing a unit pricing problem.	Identify the two quantities needed to solve for a unit rate (e.g., number of items and amount of money for the problem of what is the cost of 3 pieces of candy if the total cost is \$6?).	Solve unit rate problems using a whole unit rate under 10 (e.g., if we make 3 laps around the school track in one hour, how many laps could we make in two hours?).	Calculate a unit rate for whole amounts under 20 (e.g., we can make gifts for 6 friends with materials costing \$18. How much will we spend on each gift?)
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Grade 6: Mathematics: Ratios and Proportional Relationships (RP)

MGSE6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations.		
	c. Find a percent of a quantity as a rate per 100 (e.g. 30% of a quantity means $30/100$ times the quantity); given a percent, solve problems involving finding the whole given a part and the part given the whole.		
Least complex	 Most complex		
<p>Respond differentially when presented with materials related to ratios presented as percents.</p> <p>Communicate a response to state a step needed to find the percent when given a ratio.</p> <p>Manipulate materials representing ratios presented as percent.</p>	<p>Identify the quantity per 100 (e.g., 30 filled blocks in a field of 100 blocks is $30/100$).</p>	<p>Match percentage to rate per 100 (e.g., 30% is $30/100$).</p>	<p>Solve problems given a percent and a whole number (e.g., if the 6th grade has 100 students and 40% are girls, how many boys are in the 6th grade?)</p>

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Grade 6: Mathematics: Ratios and Proportional Relationships (RP)

MGSE6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations.
	d. Given a conversion factor, use ratio reasoning to convert measurement units within one system of measurement and between two systems of measurements (customary and metric); manipulate and transform units appropriately when multiplying or dividing quantities. For example, given 1 in. = 2.54 cm, how many centimeters are in 6 inches?

Least complex

Most complex

Communicate a response to state a ratio of items presented. Manipulate materials representing ratios.	Identify the ratio of a single measurement unit to different units within the same system (e.g., the ratio of cups to cups is 1:1, cups to pints is 2:1).	Solve ratio problems involving a single unit to different unit within the same system with a given conversion rate (e.g., 1 quart = 2 pints; give the number of pints in 3.5 quarts).	Identify the ratio of two measuring units between two systems of measurements (customary and metric)(e.g., number of feet in a meter is approximately 3:1 and number of meters in a yard is approximately 1:1). Solve ratio problems involving measurements between different systems with a given conversion rate rounded to the nearest tenth (e.g., 1 meter = 1.1 yards. How many yards in 100 meters?).
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Grade 6: Mathematics: The Number System (NS)

MGSE6.NS.1	<p>Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, including reasoning strategies such as using visual fraction models and equations to represent the problem.</p> <p>For example,</p> <ul style="list-style-type: none"> - create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$ and use a visual fraction model to show the quotient; - use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$) - How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? - How many $\frac{3}{4}$-cup servings are in $\frac{2}{3}$ of a cup of yogurt? - How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi?
Least complex	Most complex
<p>Communicate a response to complete a fraction addition problem.</p> <p>Manipulate materials representing fractions and parts of a whole as they are added.</p>	<p>Count the number of parts needed to create a whole given differing numbers of partitioned parts.</p> <p>Demonstrate that the whole is equal to the sum of the partitioned parts (e.g., $\frac{4}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 1$) within a word problems.</p> <p>Identify fractions when parts are divided more than one time (e.g., each $\frac{1}{2}$ of a candy bar can be divided into 2, leading to each piece being $\frac{1}{4}$), within a word problem.</p>

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Grade 6: Mathematics: The Number System (NS)

MGSE6.NS.4	Find the common multiples of two whole numbers less than or equal to 12 and the common factors of two whole numbers less than or equal to 100.
a.	Find the greatest common factor of 2 whole numbers and use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factors. (GCF) Example: $36 + 8 = 4(9 + 2)$

Least complex  **Most complex**

Respond differentially when presented with materials related to identifying factors. Communicate a response needed to find the greatest factor of a single number. Manipulate objects as they are counted into groups representing greatest common factors.	Separate materials in amounts up to 10 into equal groups to represent the factors. Identify all factors of whole numbers to 10. Identify whether two numerals up to 10 have a given similar factor (e.g. 4 and 6 both have a factor of 2; 6 and not 4 has a factor of 3).	Separate materials in amounts up to 20 into equal groups to represent factors. Identify all factors of whole numbers to 20. Match numerals up to 10 that have similar factors (e.g., 4 and 6 have a factor of 2 and only 6 and 9 have a factor of 3).	Separate materials in amounts above 20 into groups to represent factors. Identify the greatest common factor of two whole numbers to 20. Show the addition of two whole numbers to 20 with common factors utilizing materials (e.g., $10 + 5 = 2$ groups of 5 + 1 group of 5).
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Grade 6: Mathematics: The Number System (NS)

MGSE6.NS.4	Find the common multiples of two whole numbers less than or equal to 12 and the common factors of two whole numbers less than or equal to 100.	
	b. Apply the least common multiple of two whole numbers less than or equal to 12 to solve real-world problems.	
Least complex		Most complex

Respond differentially when presented with materials being utilized to find least common multiples. Communicate a response to find least common multiples. Manipulate objects as they are counted into groups representing least common multiples.	Group materials to identify multiples to 12. Identify multiples in amounts up to 12 (e.g. 3, 6, and 9 are multiples of 3).	Group materials to identify multiples to 20. Identify multiples in amounts up to 20 (e.g. 5, 10, 15 and 20 are multiples of 5). Identify common multiples of numerals to 5.	Identify common multiples of numerals to 10. Solve real-world problems using multiples of two numerals to 5.
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Grade 6: Mathematics: Expressions and Equations (EE)

MGSE6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.		
Least complex		Most complex	
	<p>Match numbers multiplied by themselves to its exponent (e.g., match $5 \times 5 \times 5$ to 5^3).</p>	<p>Identify numbers within an expression which could be given as an exponent (e.g., $(5 \times 5 \times 5) + 4$ can be expressed as $5^3 + 4$).</p>	<p>Write numerical expressions with whole number exponents (e.g., $2 \times 2 = 2^2$; $5^3 = 5 \times 5 \times 5 = 5^3$).</p>

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Grade 6: Mathematics: Expressions and Equations (EE)

MGSE6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers.
	c. Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.

Least complex

Most complex

	Identify the meaning of a variable in a single variable expression (e.g., $4x$ means 4 times an unknown number).	Evaluate expressions involving addition and subtraction when given the value for a specific variable.	Evaluate expressions involving more than two operations (addition, subtraction, multiplication or division) when given the value for a specific variable. Evaluate a formula given a value of a variable.
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Grade 6: Mathematics: Expressions and Equations (EE)

MGSE6.EE.5	<p>Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p>		
Least complex	Most complex		
<p>Communicate a response to determine whether a given equation is true.</p> <p>Manipulate materials being utilized to determine whether a given equation is true.</p>	<p>Determine whether a given equation without a variable is true (e.g., $3 + 2 = 5$ is true, but $7 + 4 = 10$ is not true).</p>	<p>Determine whether a given number will make an equation true (e.g., does 2 make the equation "$3 + n = 6$" true?).</p> <p>Identify possible solutions to an inequality by plotting on a number line (e.g., $1 + x > 3$ begins at 3 on the number line).</p>	<p>Determine which number within a set of two will make the equation true (e.g., $3 + x = 5$ Choices: 1, 2).</p> <p>Determine which within a set of two will make an inequality true (e.g., $1 + x > 3$ with choices 2, 4).</p>

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Grade 6: Mathematics: Expressions and Equations (EE)

MGSE6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.		
Least complex			
Manipulate materials being utilized to solve to an addition equation problem.	Solve real-world and mathematical problems in the form of $x + p = q$ when given the amounts for x and p .	Solve real-world and mathematical equations, involving addition and an unknown amount (e.g., $2 + x = 5$).	Solve real-world or mathematical equations involving addition or multiplication with unknown amounts.

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Grade 6: Mathematics: Expressions and Equations (EE)

MGSE6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to another.		
a.	Write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable.		
Least complex	 Most complex		

	Identify known and unknown quantities/variables within an equation ($3 + x = y$).	Identify the variables which can be manipulated within an equation (e.g., when the amount for x is changed, then y will change).	Identify the dependent and independent variable within a given equation (e.g. $3 + x = y$).
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Grade 6: Mathematics: Expressions and Equations (EE)

MGSE6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to another.	
Least complex	b.	Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

	Solve a given equation to generate the next number (value of y) in a table.	Complete a table (value of y) when given the equation and initial value for x.	Identify the dependent and independent variables within a table or graph.
		Match the information presented in a table with an equation for the rule.	Generate an equation involving addition or subtraction given a completed table.

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Grade 6: Mathematics: Geometry (G)

MGSE6.G.2	<p>Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths ($\frac{1}{2} u$), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = (\text{length}) \times (\text{width}) \times (\text{height})$ and $V = (\text{area of base}) \times (\text{height})$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>
Least complex	Most complex

<p>Communicate a response to pack or find the volume of a right rectangular prism.</p> <p>Manipulate unit cubes as they are utilized to pack a rectangular prism.</p>	<p>Identify the number of whole unit cubes needed to pack a rectangular prism.</p> <p>Count the number of unit cubes in a rectangular prism to identify the volume.</p>	<p>Identify the number of whole and half-unit cubes needed to pack a rectangular prism.</p> <p>Identify the length, width and height of a right rectangular prisms utilizing whole unit cubes.</p>	<p>Identify the length, width and height of a right rectangular prisms utilizing whole and half-unit cubes.</p> <p>Solve real world and mathematical problems involving the formula for finding volume using repeated addition, skip counting, or multiplication.</p>
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Grade 6: Mathematics: Geometry (G)

MGSE6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		
Least complex			
	Match a cube or rectangular prism with the appropriate two-dimensional net made of squares and rectangles.	Match three-dimensional figures, including cubes, rectangular prisms and pyramids to the appropriate nets made of squares, rectangles and triangles.	Match similar three-dimensional shapes of various sizes to the net of appropriate size. Calculate the surface area of a rectangular prism using manipulatives (e.g., by counting the number of unit squares contained in each face).

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Grade 6: Mathematics: Statistics and Probability (SP)

MGSE6.SP.1	<p>Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</p>		
Least complex	Most complex		
	<p>Identify whether a given question could generate more than one answer from a population (e.g., "Which school do you attend?" would have the same answer from each student in a class but "How old are you?" may not).</p>	<p>Identify whether a given question is non-statistical or statistical.</p>	<p>Sort non-statistical and statistical questions.</p>

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Grade 6: Mathematics: Statistics and Probability (SP)

MGSE6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		
Least complex			
Communicate a response needed to construct a dot plot or histogram.	Indicate where one numerical value would be placed on a dot plot.	Plot multiple numerical data on a dot plot.	Construct dot plots and histograms to display numerical data on a number line.

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Seventh Grade: English/Language Arts and Mathematics

Grade 7: ELA: Language (L)

ELAGSE7.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Least complex

Most complex

	Match an unknown word/phrase to possible meaning found within the sentence/paragraph.	Identify the context or statement which may provide a clue to the meaning of an unknown word or phrase.	Define an unknown word/phrase within a sentence using context clues.
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Grade 7: ELA: Language (L)

ELAGSE7.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.		
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		
Least complex 	Most complex		

Identify the common letter(s) within words with prefixes and roots (e.g., heat when given preheat or reheat).	Identify the prefix and roots when given known and new word (e.g., pre-when given heat/preheat). Match the meaning to words with prefix and/or suffixes attached.	Identify the meaning of common affixes and roots.	Identify the meaning of words with prefix and/or suffixes attached.
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Grade 7: ELA: Language (L)

ELAGSE7.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
Least complex	Most complex

	Match key words from a text to entry from a print/digital/teacher-made dictionary, glossary, or thesaurus.	Find key words/phrases within a print/digital/teacher-made dictionary, glossary, or thesaurus.	Define key words/phrases found within a print/digital/teacher-made dictionary, glossary, or thesaurus.
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Grade 7: ELA: Language (L)

ELAGSE7.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Least complex	Most complex

	Complete a sentence by replacing an unknown word/phrase with its definition.	Identify the possible meaning of a word to the word and insert to complete a sentence.	Identify whether a possible meaning of a word “makes sense” within the context of a sentence.
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Grade 7: ELA: Language (L)

ELAGSE7.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Least complex			Most complex
	Identify figurative language within a text.	Match a word with an antonym or synonym in text. Identify nuanced language within a text (e.g., whined, supposed, elated).	Match a word with both an antonym and synonym. Match a homograph with the correct definition. Match concrete words with more nuanced words having the same meaning (e.g., happy and elated).

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Grade 7: ELA: Reading Informational (RI)

ELAGSE7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Least complex	Most complex

<p>Respond differentially when presented with a question about an informational text.</p> <p>Communicate a response when presented with a question about an informational text.</p> <p>Touch or manipulate materials representing an informational text as a response to a question.</p> <p>Identify material related to an informational text.</p>	<p>Answer basic comprehension questions (who, what, where, and/or when) based upon an informational text.</p> <p>Identify one or more details from an informational text.</p>	<p>Find a specific quote or sentence from a informational text to answer explicit (who, what, when, and/or where) questions from an informational text.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p>	<p>Identify multiple quotes or passages from an informational text to answer explicit (who, what, when, and/or where) questions.</p> <p>Answer complex comprehension questions in relation to an informational text (e.g., how and/or why) by stating the appropriate part of the text.</p> <p>Identify a statement within an informational text which provides information needed to make an inference.</p>
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Grade 7: ELA: Reading Informational (RI)

ELAGSE7.RI.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		
Least complex			
Communicate a response to provide the main idea of an informational text. Communicate a response to provide a key detail of an informational text.	Identify key details that support the given central idea in an informational text.	Identify a central idea of an informational text. Match supporting key details to central idea(s) found within an informational text. Group key details found in an informational text as appropriate for the format of the text (e.g., chronological, cause/effect, like details).	Identify at least two central ideas of an informational text. Sort supporting key details by two or more central ideas found within an informational text. Sequence supporting key details related to a central idea as found within an informational text.

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Grade 7: ELA: Reading Informational (RI)

ELAGSE7.RI.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		
Least complex			
Communicate a response to identify an interaction happening in an informational text. Identify materials related to interaction happening in an informational text.	Pair an individual and the corresponding setting and/or event from an informational text.	Sort individuals and corresponding settings and/or events from an informational text. Pair key details which interact (e.g., individuals with events, individuals with ideas) within an informational text. Pair individuals, events, and specific ideas within an informational text.	Identify how an individual's actions and/or words affect an event or idea within an informational text Place aspects of key events within an informational text, including individuals and actions, in chronological order (beginning, middle, or end).

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Grade 7: ELA: Reading Informational (RI)

ELAGSE7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		
Least complex			
	<p>Match sentences (individually or within paragraphs) with the structure they describe within the overall informational text.</p>	<p>Identify the structure (e.g., comparison, cause/effect, problem/solution) of an event or section found in an informational text.</p>	<p>Sort multiple sentences or ideas found in an informational text by structure (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>Arrange sets of text (sentences, paragraphs) to appropriately reflect the overall structure of an informational text.</p>

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Grade 7: ELA: Reading Informational (RI)

ELAGSE7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).		
Least complex			
<p>Communicate a response to indicate a difference or similarity between two versions of the same informational text.</p> <p>Identify materials that indicate a difference or similarity between two versions of the same informational text.</p>	<p>Identify one similarity between two versions of the same informational text.</p>	<p>Identify one or more similarities and differences between two versions of the same informational text.</p> <p>Identify a personal feeling when reading an informational text and its audio, video, or multimedia version.</p>	<p>Sort aspects of an informational text (e.g., individuals, words, events) based upon whether those aspects are found in the informational text, multimedia adaptation, or both.</p> <p>Identify the tone of key events with two versions of the same informational text.</p> <p>Sort descriptions of feelings identified at various points (beginning, middle, ending, overall) based upon whether those feelings are experienced in the original text, multimedia adaption, or both.</p>

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Grade 7: ELA: Reading Informational (RI)

ELAGSE7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		
Least complex			
Communicate a response to identify a claim made within an informational text.	Identify one specific claim within an informational text.	Identify a claim found within an informational text and one supporting fact. Identify whether the claim in an informational text is sound (e.g., is there a fact to support the claim?).	Match evidence with claims made within an informational text. Identify whether each claim has sufficient evidence support. Identify claims within a text for which there is no evidence for support.

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Grade 7: ELA: Reading Literary (RL)

ELAGSE7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
Least complex			
<p>Respond differentially when presented with a question about a literary text.</p> <p>Communicate a response when presented with a question about a literary text.</p> <p>Touch or manipulate materials representing a literary text as a response to a question.</p> <p>Identify material related to a literary text.</p>	<p>Identify details found within a sentence or paragraph to answer explicit (who, what, when, and/or where) questions from a literary text.</p> <p>Identify one or more details from a literary text.</p>	<p>Find a specific quote or sentence from a text to answer explicit (who, what, when, and/or where) questions from a literary text.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p>	<p>Answer complex comprehension questions in relation to a literary text (e.g., how and/or why) by stating the appropriate part of the text.</p> <p>Identify multiple quotes or passages from a literary text which answer explicit (who, what, when, and/or where) questions.</p> <p>Identify a statement within a literary text which provides information needed to make an inference to answer how and/or why questions.</p>

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Grade 7: ELA: Reading Literary (RL)

ELAGSE7.RL.2	Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.		
Least complex			
Communicate a response to provide the central idea of a literary text. Communicate a response to provide a key event within a literary text.	Identify key details that support the given theme and/or central idea in a literary text.	Identify the theme and/or central idea of literary text. Match supporting key details (characters, setting, events) to central idea(s) found within a literary text.	Identify key details of a literary text that are related to the theme or central idea. Sequence supporting key details related to a central idea as found within a literary text.

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Grade 7: ELA: Reading Literary (RL)

ELAGSE7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).		
Least complex			Most complex
<p>Respond differentially when presented with material describing a character and event from a literary text.</p> <p>Communicate a response to identify a character and corresponding setting/event from a literary text.</p> <p>Identify materials representing characters, settings, and/or episodes from a literary text.</p>	<p>Identify one or more characters from a literary text.</p> <p>Identify one or more settings and/or events from a literary text.</p>	<p>Match two or more characters with their corresponding setting and/or event from a literary text.</p> <p>Identify how one or more characters respond emotionally (e.g., happy, sad, scared) to an event/episode within a literary text.</p>	<p>Match character description(s) (e.g., happy, sad, scared) to key events and settings in a literary story or drama.</p> <p>Sort actions/emotions of a specific character as found in different settings or events within a literary text.</p>

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Grade 7: ELA: Reading Literary (RL)

ELAGSE7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		
Least complex	Most complex		
<p>Communicate a response stating the meaning of words and phrases within a literary text.</p> <p>Touch or manipulate materials representing words and phrases used within a literary text.</p>	<p>Identify the meaning of a given word in the context of literary text (story, poem, or drama).</p>	<p>Identify rhyming words within a verse or stanza of a poem.</p> <p>Identify the overall tone (e.g., sad, happy, excited scared) of a portion of a literary text (story, poem, or drama).</p> <p>Pair a word/phrase related to tone within a literary text with the feeling it conveys (e.g., sad, happy, excited, scared).</p>	<p>Identify the use of figurative language within a literary text.</p> <p>Identify the meaning of figurative language found within a literary text.</p> <p>Match figurative words/phrases found within the literary text with possible meaning.</p>

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Grade 7: ELA: Reading Literary (RL)

ELAGSE7.RL.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.		
Least complex			
	Identify the overall structure of a poem (e.g., sonnet).	Identify a specific feature of a drama (e.g., soliloquy).	Match descriptions to poetry forms.

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Grade 7: ELA: Reading Literary (RL)

ELAGSE7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		
Least complex			
	<p>Identify the narrator or character who is “speaking” in a literary text.</p>	<p>Identify the point of view of the narrator or speaker from one episode of a literary text.</p> <p>Identify words/phrases/sentences from a specific event in a literary text which describe the narrator’s or speaker’s point of view.</p>	<p>Match points of view of the narrator and/or character(s) within a literary text.</p> <p>Sequence the points of view of the narrator or a specific speaker of a literary text in chronological order.</p> <p>Sort point(s) of view of different events within a literary text by the narrator and/or character(s).</p>

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Grade 7: ELA: Reading Literary (RL)

ELAGSE7.RL.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).		
Least complex	Most complex		
<p>Communicate a response to indicate a difference or similarity between two versions of the same literary story.</p> <p>Identify materials that indicate a difference or similarity between two versions of the same literary story.</p>	<p>Identify one or more characters found within a literary text and its multimedia adaptation.</p> <p>Identify one or more events found within a literary text and its multimedia adaptation.</p>	<p>Identify two characters and an event which are found in two versions of the same literary story.</p> <p>Identify two of the same events that are found in two versions of the same literary story.</p> <p>Identify character(s), settings, and events found within a literary text and its multimedia adaptation.</p>	<p>Sort literary aspects (e.g. characters, setting, actions, tones) based upon whether those aspects are found in the original story, multimedia adaptation, or both.</p>

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Grade 7: ELA: Reading Literary (RL)

ELAGSE7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.		
Least complex			
	Identify whether specific characters, settings, and/or actions are found in a fictional story and historical account of the same period.	Identify situations in a work of historical fiction that refer to actual historical events. Match character(s), settings, and actions found within a literary text and a historical account of the same period.	Identify fictional versus non-fictional portrayals of a historical period.

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Grade 7: ELA: Writing (W)

ELAGSE7.W.1	Write arguments to support claims with clear reasons and relevant evidence.		
Least complex	a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.		Most complex
<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of a written argument:</i></p> <p>Respond differentially to an object or statement which provides an introduction.</p> <p>Communicate a response which provides an introduction.</p> <p>Touch or manipulate materials which provide an introduction.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of a written argument:</i></p> <p>Create an organizing structure showing a claim and more than one reason which support the claim.</p> <p>Identify a statement/sentence which introduces a claim.</p> <p>Identify a statement/sentence which provides support for a claim.</p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the introduction of a written argument:</i></p> <p>Create an organizing structure showing a claim and multiple reasons.</p> <p>Complete a statement/sentences which introduces a claim.</p> <p>Complete a statement/sentence which provides support for a claim.</p> <p>Identify the most appropriate sentence to introduce and/or state a claim.</p>	<p><i>Utilizing a variety of written/visual material (including symbols), AND is utilized in the introduction of a written argument:</i></p> <p>Create an organizing structure showing a claim, reasons/evidence, and an alternate or opposing claim.</p> <p>Develop a sentence to introduce a claim.</p> <p>Develop one or more sentences which provide reasons and/or evidence.</p> <p>Identify sentences which introduce and/or state a claim from a variety of options (e.g., introduction, opinion, reasons).</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

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Grade 7: ELA: Writing (W)

ELAGSE7.W.1		Write arguments to support claims with clear reasons and relevant evidence.		
		b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
Least complex		Most complex		
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written argument:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the body of a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the body of a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols), AND is utilized in the body of a written argument:</i>	
Respond differentially to an object or statement which provides a reason for a claim. Communicate a response which provides a reason for a claim. Touch or manipulate material which provides a reason for a claim.	Match a claim statement/sentence with supporting reasons. Identify a statement/sentence which provides support for a claim. Identify a statement/sentence from a source which provides support for a claim.	Complete a statement/sentence which supports a claim. Complete a statement/sentence which supports a claim with evidence from a credible source. Identify the most appropriate sentence(s) to provide support for a claim.	Develop a sentence which supports a claim. Develop a sentence which supports a claim with evidence from a credible source. Identify sentences which provide support for a claim from a variety of options (e.g., claims, opinion, evidence/support).	

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Grade 7: ELA: Writing (W)

ELAGSE7.W.1	Write arguments to support claims with clear reasons and relevant evidence.		
c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		
Least complex	 Most complex		
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written argument:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols), AND is utilized in sentences within a written argument:</i>
	Add a provided linking word/phrase within a sentence to connect a claim and reason.	Identify and add a single linking word/phrase within a sentence to connect a claim and reason.	Identify and add the most appropriate linking word/phrase within a sentence to connect a claim and reason.

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Grade 7: ELA: Writing (W)

ELAGSE7.W.1	Write arguments to support claims with clear reasons and relevant evidence.		
	d. Establish and maintain a formal style.		
Least complex	 Most complex		
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written argument:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written argument:</i>
	Identify the sentence which best reflects a formal style to complete a statement/sentence.	Complete sentences with words which best reflect a formal style.	Develop sentences which reflect a formal style.

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Grade 7: ELA: Writing (W)

ELAGSE7.W.1	Write arguments to support claims with clear reasons and relevant evidence.		
Least complex	e. Provide a concluding statement or section that follows from and supports the argument presented.		Most complex
<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written argument:</i></p> <p>Respond differentially to an object or statement which provides a conclusion.</p> <p>Communicate a response which provides a conclusion.</p> <p>Touch or manipulate material which provides a conclusion.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized in the conclusion of a written argument:</i></p> <p>Identify a concluding statement/sentence.</p> <p>Complete a concluding statement/sentence.</p> <p>Identify the most appropriate concluding sentence(s).</p> <p>Develop a concluding sentence.</p> <p>Identify a concluding sentence from a variety of options (e.g., introduction of a text, reasons for a claim, restating/concluding an argument).</p>		

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Grade 7: ELA: Writing (W)

ELAGSE7.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Least complex

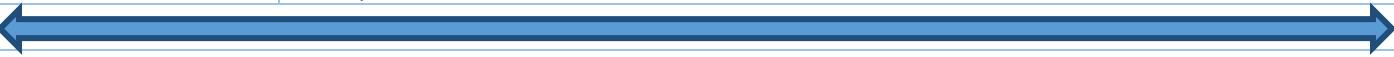
Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the introduction of an informative/explanatory text:</i>
<p>Respond differentially to an object or statement which provides an introduction.</p> <p>Communicate a response which provides an introduction.</p> <p>Touch or manipulate material which provides an introduction.</p> <p>Respond differentially to a heading, graphic, or piece of multimedia which will aid in comprehension.</p> <p>Identify a heading, graphic, or piece of multimedia which will aid in comprehension.</p>	<p>Create and utilize an organizing structure showing an introduction and two pieces of information.</p> <p>Identify a statement/sentence which introduces a topic.</p> <p>Identify statements/sentences to indicate related information.</p> <p>Match headings, graphics, and/or multimedia to specific ideas.</p>	<p>Create and utilize an organizing structure showing an introduction and three pieces of information.</p> <p>Complete a statement/sentence which introduces a topic.</p> <p>Complete a statement/sentence to indicate related information.</p> <p>Identify a heading, graphic, or piece of multimedia for a specific idea.</p>	<p>Identify and use headings to support the development of an organizing structure showing an introduction and three pieces of information.</p> <p>Develop a sentence which introduces a topic.</p> <p>Identify graphics and/or multimedia for two or more specific ideas.</p>

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Grade 7: ELA: Writing (W)

ELAGSE7.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the body of a written informative/explanatory text:</i>
Respond differentially to an object or statement which provides information about a topic. Communicate a response which provides information about a topic. Touch or manipulate material which provides information about a topic.	Identify a statement/sentence which describes the topic. Identify one fact or quote which provides detail about the topic.	Complete a sentence which describes the topic. Complete a sentence with a fact and/or quote on a topic.	Develop a sentence which describes the topic. Develop a sentence which includes a fact and/or quote on a topic.

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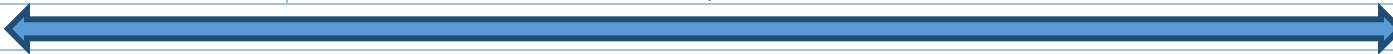
Grade 7: ELA: Writing (W)

ELAGSE7.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
Least complex			
Most complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>
	Add a provided transition word/phrase to connect two ideas.	Identify and add a single transition word/phrase to connect two ideas.	Identify and add the most appropriate transition word/phrase to connect different types of ideas.

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Grade 7: ELA: Writing (W)

ELAGSE7.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	e. Establish and maintain a formal style.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in a written informative/explanatory text:</i>
	Identify the sentence which best reflects a formal style to complete a statement/sentence.	Complete sentences with words which best reflect a formal style.	Develop sentences which reflect a formal style.

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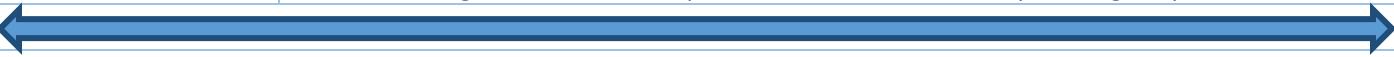
Grade 7: ELA: Writing (W)

ELAGSE7.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the conclusion of a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the conclusion of a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the conclusion of a written informative/explanatory text:</i>
Respond differentially to an object or statement which provides a conclusion. Communicate a response which provides a conclusion. Touch or manipulate material which provides a conclusion.	Identify a concluding statement/sentence.	Complete a concluding statement/sentence.	Develop a concluding sentence. Identify a concluding sentence from a variety of options (e.g., introduction, details or facts, conclusion).

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 7: ELA: Writing (W)

ELAGSE7.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>
Respond differentially to an object or statement which introduces a situation, narrator, or character. Communicate a response which introduces a situation, narrator, or character. Touch or manipulate material which introduces a situation, narrator, or character.	Create an organizing structure showing the introduction and conclusion. Identify a statement/sentence which establishes context. Identify a statement/sentence which describes the narrator or characters.	Create an organizing structure showing the introduction, one event, and a conclusion. Complete a statement/sentence which establishes context. Complete a statement/sentence which describes the narrator or characters.	Create an organizing structure showing the introduction, multiple events, and a conclusion. Develop a sentence which establishes context. Develop a sentence which describes the narrator or characters.

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Grade 7: ELA: Writing (W)

ELAGSE7.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>		
Least complex 	Most complex		
<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>
	<p>Identify a statement/sentence which describes an event.</p> <p>Identify a statement/sentence which describes the action of a character.</p> <p>Identify a statement/sentence which describes the feelings of a character.</p> <p>Identify a dialogue statement/sentence for a character.</p>	<p>Complete a statement/sentence which describes an event.</p> <p>Complete a statement/sentence which describes the action of a character.</p> <p>Complete a statement/sentence which describes the feelings of a character.</p> <p>Complete a dialogue sentence for a character.</p>	<p>Develop a sentence which describes an event.</p> <p>Develop a sentence which describes the action of a character.</p> <p>Develop a sentence which describes the feelings of a character.</p> <p>Develop dialogue for characters appropriate to a given situation.</p>

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Grade 7: ELA: Writing (W)

ELAGSE7.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
Least complex	 Most complex		

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written narrative:</i>
	Add a provided temporal word/phrase to connect two events. Add a provided transitional word/phrase to connect two settings.	Identify a temporal word/phrase to connect two events. Identify a transitional word/phrase to connect two settings.	Develop sentences with temporal words/phrases to connect events. Develop sentences with transitional words to indicate movement between settings.

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Grade 7: ELA: Writing (W)

ELAGSE7.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
Least complex	Most complex		
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written narrative:</i>
Add a word which reflects a detail, mood, or feeling to a statement/sentence about a character or event.	Identify words which reflect a detail, mood, or feeling to include in a sentence about a character or event.	Identify words which best reflect a detail, mood, or feeling to include in a sentence about a character or event.	Identify words which best reflect a detail, mood, or feeling to include in a sentence about a character or event.

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Grade 7: ELA: Writing (W)

ELAGSE7.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.			
Least complex			

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>
Respond differentially to an object or statement which provides a sense of closure. Communicate a response which provides a sense of closure. Touch or manipulate material which provides a sense of closure.	Identify a concluding statement/sentence.	Complete a concluding statement/sentence.	Develop a concluding sentence.

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Grade 7: ELA: Writing (W)

ELAGSE7.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
Least complex	Most complex		
<i>With a peer or adult AND utilizing writing produced by the student:</i> Respond differentially to indicate the desire to change part of a written piece. Respond differentially to indicate completion of a written piece. Communicate a response regarding revision or completion of a written piece.	<i>With a peer or adult AND utilizing writing produced by the student:</i> Develop a two-part organizing structure for writing which is appropriate for the purpose (e.g., claim and reason for writing an argument). Identify one or more statements/sentences to revise. Indicate whether the purpose of the writing has been achieved.	<i>With a peer or adult AND utilizing writing produced by the student:</i> Develop a three-part organizing structure for writing which is appropriate for the purpose (e.g., introduction, one fact, and conclusion for an informative/explanatory piece). Identify one or more sentences to revise and ask for suggestions.	<i>With a peer or adult AND utilizing writing produced by the student:</i> Develop an organizing structure for writing which is appropriate for and completes the purpose (e.g., all events to complete a narrative piece). Identify one or more sentences to revise and make revisions. Indicate whether the purpose of the writing has been achieved in relation to the audience.

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Grade 7: ELA: Writing (W)

ELAGSE7.W.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		
Least complex 		Most complex	
<i>Utilizing written/visual material (including symbols and objects) which results in a research project:</i> Respond differentially to an object or statement which relates to a research project topic. Communicate a response which relates to a research project topic. Touch or manipulate material which relates to a research project topic.	<i>Utilizing written/visual material (including symbols) which results in a research project:</i> Identify a statement/sentence which provides the topic for a research project. Identify answers to a research question as found in print resources and/or digital tools.	<i>Utilizing a variety of written/visual material (including symbols) which results in a research project:</i> Complete a sentence which provides the topic for a research project. Locate and record answers to a research question using a single print resource and/or digital tool.	<i>Utilizing a variety of written/visual material (including symbols) which results in a research project:</i> Develop a sentence which provides the topic for a research project. Locate and record answers to a research question using more than one print resource and/or digital tool.

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Grade 7: ELA: Writing (W)

ELAGSE7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		
			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written piece:</i>
Respond differentially to an object or statement which relates to relevant information from a print or digital source. Communicate a response which relates to relevant information from a print or digital source. Touch or manipulate material which relates to relevant information from a print or digital source.	Identify a statement/sentence that paraphrases information from a print or digital source. Choose an appropriate/relevant statement/sentence found in a print or digital source. Identify the author of information from a print source to be included in a citation.	Complete a sentence that paraphrases information from a print or digital source. Choose the most appropriate/relevant statement/sentence found in a print or digital source. Identify author/source document/dates from sources to be included in a citation.	Develop a sentence that paraphrases information from a print or digital source. Choose the most appropriate/relevant statements/sentences found in multiple print or digital sources. Add given information to develop a citation.

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Grade 7: ELA: Writing (W)

ELAGSE7.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	a. Apply grade 7 Reading standards to literature (e.g., Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history).		
Least complex		Most complex	

<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>
Respond differentially to an object or statement which relates to relevant information from a literary text. Communicate a response which relates to relevant information from a literary text. Touch or manipulate material which relates to relevant information from a literary text.	Identify a statement/sentence which includes appropriate evidence from a literary text.	Complete a sentence with appropriate evidence which relates to information from a literary text. Choose appropriate/relevant statement/sentence from a literary text that fits a writing prompt.	Develop a sentence with appropriate evidence which relates to information from a literary text. Choose the most appropriate/relevant sentences from a literary text that best fit a writing prompt.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

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Grade 7: ELA: Writing (W)

ELAGSE7.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
b. Apply grade 7 Reading standards to literary nonfiction (e.g. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims).			
Least complex	Most complex		
<p><i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about literary nonfiction:</i></p> <p>Respond differentially to an object or statement which relates to relevant information from a work of literary nonfiction.</p> <p>Communicate a response which relates to relevant information from a work of literary nonfiction.</p> <p>Touch or manipulate material which relates to relevant information from a work of literary nonfiction.</p>	<p><i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i></p> <p>Identify a statement/sentence which includes appropriate evidence from a presented work of literary nonfiction.</p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i></p> <p>Complete a sentence which includes appropriate evidence from a presented work of literary nonfiction.</p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i></p> <p>Develop a sentence which includes appropriate evidence from a presented work of literary nonfiction.</p>
	<p><i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i></p> <p>Choose appropriate/relevant statement/sentence from a presented work of literary nonfiction that fits a writing prompt.</p>		<p><i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i></p> <p>Choose the most appropriate/relevant statement/sentence from a presented work of literary nonfiction that best fits a writing prompt.</p>

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Grade 7: ELA: Speaking and Listening (SL)

ELAGSE7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.			
Least complex				
	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	
	Respond differentially to identify a statement to be included in a discussion. Identify a statement to be utilized within a discussion. Present a statement within a discussion.	Identify a statement, based upon a text or material being studied, to be utilized within a discussion. Utilize a prepared statement at the appropriate time within a discussion.	Identify multiple statements, based upon a text or material being studied, to be utilized within a discussion. Utilize a prepared statement at the appropriate time within a discussion.	Identify multiple statements, based upon a text or material being studied, to be utilized within a discussion. Utilize a prepared statement at the appropriate time within a discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 7: ELA: Speaking and Listening (SL)

ELAGSE7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		
Least complex	Most complex		
<i>Using the student's primary mode of communication:</i> Respond differentially to identify a statement to be included in a discussion. Provide a statement to another person.	<i>Using the student's primary mode of communication with multiple teachers/peers:</i> Initiate a discussion. Listen to the ideas/questions of others before responding. Identify the individual role within a discussion. Identify the goals of the group discussion.	<i>Using the student's primary mode of communication with multiple people and on different topics:</i> Initiate a discussion. Listen to the ideas/questions of others before responding. Identify the individual role within a discussion. Identify the goals of the group discussion.	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i> Initiate a discussion. Listen to the ideas/questions of others before responding. Identify the individual role within a discussion. Identify the goals of the group discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 7: ELA: Speaking and Listening (SL)

ELAGSE7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
	c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		
Least complex			
Most complex			
<p><i>Using the student's primary mode of communication:</i></p> <p>Respond differentially to identify an answer or question to be included in a discussion.</p> <p>Answer a question within a discussion.</p> <p>Provide a comment during a discussion.</p>	<p><i>Using the student's primary mode of communication with multiple teachers/peers:</i></p> <p>Ask a chosen question about a topic or text within a discussion.</p> <p>Present a chosen answer about a topic or text within a discussion.</p>	<p><i>Using the student's primary mode of communication with multiple people and on different topics:</i></p> <p>Identify and ask a question about a topic or text within a discussion.</p> <p>Identify and present an answer about a topic or text within a discussion.</p>	<p><i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i></p> <p>Ask a chosen question about a topic or text within a discussion.</p> <p>Present a chosen answer about a topic or text within a discussion.</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 7: ELA: Speaking and Listening (SL)

ELAGSE7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
	d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.		
Least complex			
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Provide a personal view or idea about new information during a discussion.	Identify one new piece of information expressed by others within a discussion. Present a view or understanding of the new information within a discussion.	Identify one new piece of information expressed by others about a topic within a discussion. Present a view or understanding of the new information within a discussion.	Identify one new piece of information expressed by others about a topic within a discussion. Present a view or understanding of the new information within a discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 7: ELA: Speaking and Listening (SL)

ELAGSE7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		
Least complex	Most complex		
<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i> Respond differentially to identify the main idea of information presented.	<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i> Identify the main idea of information presented.	<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i> Develop a statement regarding the main idea of information presented.	<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i> Develop two or more statements regarding the main idea and/or supporting details of information presented.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 7: ELA: Speaking and Listening (SL)

ELAGSE7.SL.4	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>		
Least complex			
<p><i>Using the student's primary mode of communication:</i></p> <p>Respond differentially to identify a statement to be included in a presentation.</p> <p>Present one piece of information.</p>	<p><i>Using the student's primary mode of communication with multiple teachers/peers:</i></p> <p>Present two pieces of information related to one topic.</p> <p>Place information in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements).</p>	<p><i>Using the student's primary mode of communication with multiple people and on different topics:</i></p> <p>Present more than two pieces of information related to one topic.</p> <p>Place information to be presented in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).</p>	<p><i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i></p> <p>Present more than two pieces of information related to each topic.</p> <p>Place information to be presented in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 7: ELA: Speaking and Listening (SL)

ELAGSE7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
Least complex			
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
	<p>Identify a multimedia component or visual display to clarify information and/or findings.</p> <p>Utilize multimedia component(s) within a presentation.</p>	<p>Identify multimedia which will clarify information and/or findings.</p> <p>Identify multimedia which emphasizes salient points.</p> <p>Utilize multimedia component(s) within a presentation.</p>	<p>Identify multimedia which will clarify information and/or findings.</p> <p>Identify multimedia which emphasizes salient points.</p> <p>Utilize multimedia component(s) within a presentation.</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 7: ELA: Speaking and Listening (SL)

ELAGSE7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Least complex			
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
<p>Respond differentially to identify an idea to be included in a discussion.</p> <p>Present a piece of information to others.</p>	<p>Identify statements to be made in two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).</p> <p>Present a chosen statement appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).</p>	<p>Develop statements to be made in at least two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).</p> <p>Present developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).</p>	<p>Develop multiple statements to be made in multiple situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).</p> <p>Present multiple developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 7: Mathematics: Ratios and Proportional Relationships (RP)

MGSE7.RP.1	<p>Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $(\frac{1}{2})/(\frac{1}{4})$ miles per hour, equivalently 2 miles per hour.</p>		
Least complex			
<p>Communicate a response needed to compute unit rates.</p> <p>Manipulate materials representing a given unit rate based on a ratio.</p>	<p>Identify the factor used to obtain equivalent ratios.</p> <p>Manipulate materials representing a given unit rate to show the relationship between fractions as equivalent ratios to compute unit rate (e.g., 1 cup of flour to every 2 cups of sugar is a unit rate of $\frac{1}{2}$ cups of flour to 1 cup sugar).</p>	<p>Match equivalent ratios to fractions (e.g., 1:2 to $\frac{1}{2}$).</p> <p>Identify a unit rate for whole number amount under 12 (e.g., We walked 6 miles in 3 hours at a rate of 2 miles per hour.).</p>	<p>Demonstrate computation of unit rate fractions (e.g., Coach drinks $\frac{1}{4}$ cup of water every $\frac{1}{2}$ hour. How much water does he drink every hour?)</p>

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Grade 7: Mathematics: Ratios and Proportional Relationships (RP)

MGSE7.RP.2	Recognize and represent proportional relationships between quantities.
a.	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

Least complex  **Most complex**

Communicate a response to state a proportional relationship between two quantities. Manipulate materials representing a given proportional relationship.	<p>Identify the quantities within a problem which are needed to determine a proportional relationship (e.g., to determine if there is a proportional relationship between height and weight, we need to know the height and weight of various students.)</p> <p>Utilize information from a given ratio table to complete a graph on a coordinate plane.</p>	<p>Determine the proportional relationship given a scenario (e.g., when 3 children are at the party we have 6 cupcakes, when 4 children are at the party we have 8 cupcakes, when 6 children are at the party we have 12 cupcakes).</p> <p>Identify whether a graph of coordinates from a ratio table demonstrate a straight line and proportional relationship.</p>	<p>Complete a ratio table to determine if a relationship is proportional.</p> <p>Identify proportional and nonproportional relationships given various graphs.</p>
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Grade 7: Mathematics: Ratios and Proportional Relationships (RP)

MGSE7.RP.2	Recognize and represent proportional relationships between quantities.		
	b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.		
Least complex			
Least complex	Identify the two quantities which may have a proportional relationship involving unit rate (e.g., identify number of apples and amount of money to buy the apples).	Identify the quantity representing the divisor and dividend when presented with tables, graphs or verbal descriptions.	Identify unit rates associated with ratios of whole numbers in tables, graphs, diagrams or verbal descriptions (e.g., if 5 apples cost \$10, what does one apple cost?).
Manipulate materials representing a given constant proportional relationship.			

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Grade 7: Mathematics: The Number System (NS)

MGSE7.NS.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
	a. Show that a number and its opposite have a sum of 0 (are additive inverses). Describe situations in which opposite quantities combine to make 0. For example, your bank account balance is -\$25.00. You deposit \$25.00 into your account. The net balance is \$0.00.

Least complex

Most complex

Communicate a response to solve problems involving numbers and their opposite. Manipulate materials representing numbers/groups and their opposite.	Demonstrate the sum of a positive number and its inverse on a number line.	Identify the inverse of a given number.	Solve problems that show the inverse relationship between two quantities.
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Grade 7: Mathematics: The Number System (NS)

MGSE7.NS.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.		
	b. Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Interpret sums of rational numbers by describing real world contexts.		
Least complex 	Most complex		

<p>Respond differentially when presented with materials needed to add or subtract rational numbers utilizing a number line.</p> <p>Communicate a response to add or subtract rational numbers utilizing a number line.</p> <p>Manipulate materials to move a specified distance from one number on a number line.</p>	<p>Identify the distance to travel on a number line given an addition problem (e.g., given $3 + 5$, identify 5 as the distance we travel on a number line).</p> <p>Count the correct distance from the beginning point on a number line.</p>	<p>Identify the beginning point on a number line given an addition or subtraction problem.</p> <p>Identify positive and negative numbers within addition and subtraction problems.</p>	<p>Identify the direction on a number line to move when given positive and negative number.</p> <p>Identify the distance to travel on a number line based on positive and negative numbers less than 15.</p>
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Grade 7: Mathematics: The Number System (NS)

MGSE7.NS.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	
	c.	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
Least complex		

<p>Respond differentially when presented with materials needed show absolute value on a number line.</p> <p>Communicate a response to count along a number line (in either direction) when zero is the starting point.</p> <p>Manipulate materials representing the counting of numbers on the number line where zero is the starting point.</p>	<p>Identify the beginning point on a number line given a subtraction problem (e.g., given $5 - 3$, start at 5 on the number line).</p> <p>Identify the distance to travel on a number line given a subtraction problem (e.g., given $5 - 3$, identify 3 as the distance to travel).</p>	<p>Identify the beginning point on a number line.</p> <p>Identify the direction on a number line to move when given an additive inverse.</p>	<p>Determine the direction to travel on a number line and accurately count the distance traveled when given a real world context where zero is the beginning point. (e.g. Base addition and subtraction problems on the concept of gaining/losing yardage in a football game; temperature).</p> <p>Match subtraction equations with those showing the additive inverse (e.g., $5 - 3$ with $5 + (-3)$).</p> <p>Identify negative numbers within an addition problem (e.g., -3 in the problem $5 + (-3)$).</p>
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Grade 7: Mathematics: The Number System (NS)

MGSE7.NS.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.		
d. Apply properties of operations as strategies to add and subtract rational numbers.			
Least complex			Most complex
<p>Communicate a response to solve addition and subtraction problems that model the properties of operations.</p> <p>Manipulate materials representing addition and subtraction problems that model the properties of operations.</p>	<p>Solve addition problems involving positive rational numbers.</p> <p>Solve subtraction problems involving positive rational numbers.</p>	<p>Identify the steps needed to solve expressions involving addition and subtraction of positive and negative rational numbers.</p>	<p>Apply the property of operations to solve problem involving addition and subtraction of positive and negative rational numbers.</p>

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Grade 7: Mathematics: The Number System (NS)

MGSE7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.			
	a.	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.		
Least complex				Most complex

Communicate a response to answer multiplication problems that use repeated addition of rational numbers on a number line. Manipulate materials that show repeated addition to solve multiplication problems utilizing rational numbers on a number line.	Show repeated addition to solve multiplication of positive and negative rational numbers on a number line.	Use repeated addition to solve a multiplication problems utilizing rational numbers on a number line.	Indicate whether a product is a positive or negative rational number utilizing a number line. Create a multiplication problem utilizing positive and negative rational numbers.
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Grade 7: Mathematics: The Number System (NS)

MGSE7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
b.	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.

Least complex

Most complex

Manipulate materials that show division utilizing rational numbers on a number line.	Use repeated subtraction to solve division problems utilizing rational numbers.	Indicate whether a quotient is a positive or negative rational number utilizing a number line.	Develop a division problem utilizing positive and negative rational numbers given a real-world context.
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Grade 7: Mathematics: The Number System (NS)

MGSE7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.		
Least complex	c. Apply properties of operations as strategies to multiply and divide rational numbers.		
<p>Communicate a response needed to solve multiplication and division problems that model the properties of operations.</p> <p>Manipulate materials representing multiplication and division problems that model the properties of operations.</p>	<p>Solve multiplication problems involving positive rational numbers.</p> <p>Solve division problems involving positive rational numbers.</p>	<p>Identify the steps needed to solve expressions involving multiplication and division of positive and negative rational numbers.</p>	<p>Apply the property of operations to solve problems involving multiplication and division of positive and negative rational numbers.</p>

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Grade 7: Mathematics: The Number System (NS)

MGSE7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers.		
Least complex			Most complex
<p>Respond differentially when presented with materials needed solve mathematical problems involving one operation with rational numbers.</p> <p>Communicate a response needed to solve mathematical problems involving one operation with rational numbers.</p> <p>Manipulate materials representing solutions to real world mathematical problems involving one operation with rational numbers.</p>	<p>Solve real-world and mathematical problems involving one of the operations with rational numbers.</p>	<p>Solve real-world and mathematical problems involving two of the operations with rational numbers.</p>	<p>Solve real-world and mathematical problems involving more than two operations with rational numbers.</p>

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Grade 7: Mathematics: Expressions and Equations (EE)

MGSE7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		
Least complex	Most complex		
Manipulate materials representing a given equivalent expression created by applying the commutative property.	Demonstrate the commutative property of addition.	Apply distributive properties to evaluate expressions involving one or more operations with positive and/or negative whole numbers (e.g., $6 \times 8 + 6 \times 2 = 6(8 + 2)$). Apply commutative property to evaluate expressions involving addition with positive and negative whole numbers (e.g., $21 + 9 = 9 + 21$). Apply associative property to evaluate expressions involving addition with positive and negative whole numbers (e.g., $3 + (2 + 4) = ?$ $3 + (2 + 4) = (3 + 2) + 4$).	Simplify expressions involving one or more operations with numbers and with letters representing unknown numbers given the value of the unknown number (e.g., $4(w - 3) + 2w = 4w - 12 + 2w = 4w + 2w - 12 = 6w - 12$). Produce and Evaluate equivalent expressions by applying the distributive property to problems involving addition, subtraction, and multiplication (e.g., $(10 \times a) + (10 \times b) = 10(a + b)$).

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Grade 7: Mathematics: Expressions and Equations (EE)

MGSE7.EE.2	<p>Understand that rewriting an expression in different forms in a problem context can clarify the problem and how the quantities in it are related. For example $a + 0.05a = 1.05a$ means that adding a 5% tax to a total is the same as multiplying the total by 1.05.</p>
Least complex	Most complex

<p>Communicate a response identifying parts of expressions which could be rewritten. Manipulate materials representing different quantities to rewrite expressions.</p>	<p>Identify the components of an expression within a problem context, including positive and negative integers, operations, variables, and coefficients.</p>	<p>Match different forms of expressions (e.g., $21 + 9 = 9 + 21$). Match components of an expression to known and unknown values within a problem context.</p>	<p>Simplify by rewriting expressions involving one or more operations with numbers and with letters representing unknown numbers given the value of the unknown number (e.g., $2(w + 1) = 2w + 2$).</p>
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Grade 7: Mathematics: Expressions and Equations (EE)

MGSE7.EE.3	<p>Solve multistep real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) by applying properties of operations as strategies to calculate with numbers, converting between forms as appropriate, and assessing the reasonableness of answers using mental computation and estimation strategies.</p> <p>For example:</p> <ul style="list-style-type: none"> - If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. - If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
Least complex	Most complex

<p>Respond differentially when presented with materials needed to solve a single or multistep real world mathematical problem.</p> <p>Communicate a response needed to solve a single or multi-step real world mathematical problem.</p> <p>Manipulate materials representing solutions to single step real world mathematical problems.</p>	<p>Solve single step real-life problems with whole numbers using any of the 4 operations via match to sample and/or color coded content.</p>	<p>Solve multi-step real-life problems with whole numbers using a single operation within the problem using an array of answer choices to complete the task. (e.g., Ms. D has 5 seeds to plant. One friend gives her 5 more seeds and another friend gives her 10 more seeds. How many seeds does Ms. D. have to plant?).</p> <p>Identify what would make an answer to a mathematical problem reasonable (e.g., the answer needs to be more because the problem had us add).</p>	<p>Solve multi-step real-life problems with positive and negative rational whole numbers using more than one operation within the problem (e.g., Mr. B has \$50 in his wallet. He told his son and daughter he would give them both \$20 for school dance. Will Mr. B. have money left? If so, how much?).</p> <p>Identify why a given answer to a mathematical problem is reasonable (e.g., because the problem had us add two amounts, the sum is</p>
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Grade 7: Mathematics: Expressions and Equations (EE)

			reasonable because it is more than both amounts added?).
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Grade 7: Mathematics: Expressions and Equations (EE)

MGSE7.EE.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	
	a.	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
Least complex		

Communicate a response to state the information needed to solve a real-world or mathematical problem. Manipulate materials being utilized to solve a real-world or mathematical problem.	Identify the known and unknown quantities needed to solve a word problem leading to the equation $p(x+q)$ (e.g., 10, 3, and 2 are quantities needed to solve the problem of Ty wants to cut lawns for \$10. He will cut 3 lawns Saturday and 2 lawns Sunday. How much money will he make?).	Identify the steps needed to solve a word problem leading to the equation $p(x+q)$. Match an arithmetic expression to an equivalent algebraic expression.	Solve the equation $p(x+q)$ in both algebraic and arithmetic form given a word problem (e.g., Ty wants to earn \$50 by cutting lawns. He wants to cut lawns for \$10. He can cut 3 lawns Saturday. How many lawns must he cut Sunday to make \$50? $10(3 + x) = 50$).
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Grade 7: Mathematics: Expressions and Equations (EE)

MGSE7.EE.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
	c. Solve real-world and mathematical problems by writing and solving equations of the form $x+p = q$ and $px = q$ in which p and q are rational numbers.

Least complex

Most complex

Communicate a response to state the information needed to solve a real-world or mathematical problem. Manipulate materials representing a given equation.	Identify numbers and the unknown quantity to complete an equation given a word problem (e.g., Will buys 3 containers of cookies. Each container has 12 cookies. How many cookies did he buy? 3(12) "cookies").	Identify the steps needed to solve a word problem leading to the equation $x + p = q$. Match a word problem to an appropriate algebraic equation.	Solve an equation in the form $x + p = q$ and $px = q$ given a word problem. Write an equation based upon a word problem in the form $x + p = q$ or $px = q$.
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Grade 7: Mathematics: Geometry (G)

MGSE7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.		
Least complex			
<p>Respond differentially when presented with materials representing different scales of similar geometric figures.</p> <p>Communicate a response needed to solve problems involving geometric figures drawn on different scales.</p> <p>Manipulate materials being utilized to solve problems involving different scales of similar geometric figures.</p>	<p>Match geometric figures which have been drawn to different scales.</p> <p>Identify the lengths and/or areas of geometric figures using whole unit tiles.</p>	<p>Identify the scale of a given drawing of a geometric figure.</p> <p>Identify two geometric figures which match to scale utilizing $\frac{1}{2}$ and whole unit tiles. (e.g., the square with side lengths of 4 tiles is 2 times the scale of the square with side lengths of 2).</p>	<p>Construct a geometric figure at a different scale utilizing $\frac{1}{2}$ and whole unit tiles.</p> <p>Identify the scale (e.g., same size, $\frac{1}{2}$ scale, and $\frac{1}{4}$ scale) when given two triangles utilizing whole and $\frac{1}{2}$ unit lengths.</p>

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Grade 7: Mathematics: Geometry (G)

MGSE7.G.3	<p>Describe the two-dimensional figures (cross sections) that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms, right rectangular pyramids, cones, cylinders, and spheres.</p>		
Least complex	Most complex		
<p>Respond differentially when presented with materials representing two- and three-dimensional figures within a matching activity.</p> <p>Communicate a response to describe features of cross-sections of three-dimensional figures.</p> <p>Manipulate two- and three-dimensional figures within a matching activity.</p>	<p>Match a two figure dimensional shape with the shown plan section of up to 3 three-dimensional shapes.</p>	<p>Identify the two-dimensional figures that results from slicing up to 3 three-dimensional shapes along one plane (e.g., a square is shown when a right rectangular prism is sliced vertically).</p>	<p>Identify the two-dimensional figures that result from slicing up to 3 three-dimensional figure along two different plans.</p>

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Grade 7: Mathematics: Statistics and Probability (SP)

MGSE7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.		
Least complex			
	Identify whether a given person is a valid sample of a population (e.g., a student who rides a bus would be in a valid representative sample to name a favorite bus driver, while students who do not ride the bus would not be.).	Identify whether a given set of data supports a statistical question (e.g., would asking students if they like to ride the bus be data to support the question of who is the favorite bus driver?).	Identify the relevant features of a statistical question and determine a possible sample. (E.g. "What are you going to ask?" and "Who are you going to ask?").

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Grade 7: Mathematics: Statistics and Probability (SP)

MGSE7.SP.2	<p>Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</p>		
Least complex			

Respond differentially when presented with materials representing possible samples from which to gather statistical data. Communicate a response to identify possible samples from which to gather statistical data.	Identify whether data from a random sample shows information needed to make an inference.	Answer questions from a data sample represented graphically (e.g., least/greatest). Identify whether data supports an inference.	Utilize data from one sample to make a prediction on another set of data (If a TV show was the favorite in 6th grade, would that same TV show be a favorite in 8th grade?). Create multiple samples from the same set of data to answer one statistical question.
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Grade 7: Mathematics: Statistics and Probability (SP)

MGSE7.SP.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the medians by expressing it as a multiple of the interquartile range.		
Least complex			
<p>Respond differentially when presented with materials which provide the center related to two sets of numerical data.</p> <p>Communicate a response to identify the median and interquartile range.</p>	<p>Identify the measure of center related to two sets of numerical data (e.g., the center of height of a group of basketball players and a group of soccer players).</p>	<p>Identify an overall conclusion based on the measure of center related to two sets of numerical data (e.g., basketball players are taller than soccer players).</p>	<p>Provide multiple conclusions from the comparison of two sets of numerical data using measures of center and interquartile range (e.g., mean height of members of the soccer team is in the lower quartile of the range of basketball player's height).</p>

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Grade 7: Mathematics: Statistics and Probability (SP)

MGSE7.SP.4	<p>Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</p>		
Least complex	Most complex		
<p>Communicate a response to activities related to answering questions about the mean.</p> <p>Manipulate materials to activities related to answering questions about mode, median, and mean.</p>	<p>Order numerical data related to a statistical question to find a measure of center (e.g., number of bags of chips bought each week by 6th grade students).</p>	<p>Identify which of two sets of numerical data related to a single statistical question has the highest and/or lowest measure of center (e.g., number of bags of chips bought each week by 6th grade and 7th grade students).</p>	<p>Utilize measure of center information to make an inference about two populations related to a single statistical question (e.g., by examining the median and mean, ___ grade students buy ___ more chips each week).</p>

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

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Eighth Grade: English/Language Arts, Mathematics, Science, Social Studies

Grade 8: ELA: Language (L)

ELAGSE8.L.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Least complex

Most complex

	Match unknown word/phrase to possible meaning found within the sentence/paragraph.	Identify the context or statement which may provide a clue to the meaning of an unknown word or phrase.	Define unknown word/phrase within a sentence using context clue.
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 8: ELA: Language (L)

ELAGSE8.L.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.		
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
Least complex		Most complex	
	Match key words from a text to entry from a print/digital/teacher-made dictionary, glossary, or thesaurus.	Find key words/phrases within a print/digital/teacher-made dictionary, glossary, or thesaurus.	Define key words/phrases found within print/digital/teacher-made dictionary, glossary, or thesaurus.

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Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 8: ELA: Language (L)

ELAGSE8.L.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.		
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
Least complex			
	Complete a sentence by replacing an unknown word/phrase with its definition.	Identify the possible meaning of a word to the word and insert to complete a sentence.	Identify whether a possible meaning of a word “makes sense” within the context of a sentence.

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Grade 8: ELA: Language (L)

ELAGSE8.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Least complex			Most complex
	Identify figurative language within a text.	Match a word with antonym or synonym in text. Identify nuanced language within a text (e.g., whined, supposed, elated).	Match a word with both an antonym and synonym. Match a homograph with the correct definition. Match concrete words with more nuanced words having the same meaning (e.g., happy and elated).

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Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Least complex	Most complex
<p>Respond differentially when presented with a question about an informational text.</p> <p>Communicate a response when presented with a question about an informational text.</p> <p>Touch or manipulate materials representing an informational text as a response to a question.</p> <p>Identify material related to an informational text.</p>	 <p>Answer basic comprehension questions (who, what, where, and/or when) based upon an informational text.</p> <p>Identify one or more details from an informational text.</p> <p>Find a specific quote or sentence within an informational text to answer explicit (who, what, when, and/or where) questions.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p> <p>Identify the statement within an informational text which provides the most information to answer an explicit question.</p> <p>Identify a statement within an informational text which provides information needed to make an inference to answer how and/or why questions.</p>

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Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.		
Least complex			
Communicate a response to provide the main idea of an informational text. Activate a single message voice output device with preprogrammed response to provide a key detail of an informational text. Identify material related to the central idea of an informational text.	Identify key details that support the given central idea in an informational text.	Identify the central idea of an informational text. Match supporting key details to central idea(s) found within an informational text. Group key details found in an informational text as appropriate for the format of the text (e.g., chronological, cause/effect, like details).	Identify the details which support the central idea of an informational text. Sequence supporting details related to a central idea as found within an informational text.

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Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		
Least complex			
Activate a single message voice output device with preprogrammed response to identify an interaction happening in an informational text. Identify materials related to an interaction happening in an informational text.	Identify individuals, events, and specific ideas within an informational text.	Sort individuals and corresponding settings and/or events found within an informational text. Pair key details which interact (e.g., individuals with events, individuals with ideas) within an informational text. Pair individuals, events, and specific ideas within an informational text.	Sort aspects of key events, including individuals, actions and/or ideas found within an information text.

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Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
Least complex	Most complex		
<p>Communicate a response giving the meaning of figurative, connotative, and/or technical words and phrases within an informational text.</p> <p>Touch or manipulate materials representing figurative, connotative, and/or technical words and phrases within an informational text.</p>	<p>Locate specific figurative, connotative, or technical words (language that implies meaning without being explicit, or conveys attitudes and feelings) within an informational text.</p> <p>Identify the meaning of a given word within the context of informational text.</p>	<p>Match words and phrases (figurative, connotative, and/or technical) found in an informational text with sentences/phrases giving the meaning.</p>	<p>Identify sentence/phrases giving the meaning of figurative, connotative, or technical words within an informational text.</p> <p>Identify the tone related to a specific figurative or connotative word/phrase within an informational text.</p>

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Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		
Least complex			
	<p>Match sentences (individually or within paragraphs) with the structure they describe within the overall informational text.</p>	<p>Identify the structure (e.g., comparison, cause/effect, problem/solution) of a paragraph found in an informational text.</p>	<p>Identify how a particular sentence or section of a paragraph within an informational text describes a key concept.</p> <p>Arrange sets of text (sentences, paragraphs) to appropriately reflect the structure of a paragraph within an informational text.</p>

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Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.				
Least complex	Most complex				
	<table border="1"><tr><td></td><td>Identify the point of view of the author of an informational text.</td><td>Locate words and/or phrases that demonstrate the point of view of the author and others within an informational text.</td><td>Match points of view with the author and others within an informational text.</td></tr></table>		Identify the point of view of the author of an informational text.	Locate words and/or phrases that demonstrate the point of view of the author and others within an informational text.	Match points of view with the author and others within an informational text.
	Identify the point of view of the author of an informational text.	Locate words and/or phrases that demonstrate the point of view of the author and others within an informational text.	Match points of view with the author and others within an informational text.		

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Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		
Least complex			
Communicate a response to state an advantage or disadvantage of the use of different mediums to present an informational topic or idea.	Identify whether a given medium is effective in its presentation of an informational topic or idea.	Identify a preference for a medium to present information on a topic or idea.	Identify similarities and differences in how an informational topic is presented in two different mediums.

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Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		
Least complex			
Communicate a response to identify or evaluate an argument or claim within an informational text.	<p>Identify one or more specific claims within an informational text.</p> <p>Identify whether the claim in an informational text is sound (e.g., does the student agree with the claim?).</p>	<p>Match specific details with claims found within an informational text.</p> <p>Identify claims within an informational text for which there is no evidence for support.</p>	<p>Sort evidence by claims made within an informational text.</p> <p>Identify whether each claim within an informational text has sufficient evidence support.</p> <p>Identify evidence which does not have a claim within an informational text.</p>

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Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Least complex	Most complex

	<p>Identify one or more specific claims within two different informational texts.</p>	<p>Match specific details related to the same topic or ideas from two informational texts.</p> <p>Identify specific details which are found in one but not both pieces of informational texts.</p>	<p>Sort evidence by whether it is found in only one or more than one piece of informational text.</p> <p>Sort evidence found in different informational texts by fact or interpretation.</p>

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Grade 8: ELA: Reading Literary (RL)

ELAGSE8.RL.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
Least complex 			Most complex

Respond differentially when presented with a question about a literary text.
 Communicate a response when presented with a question about a literary text.
 Touch or manipulate materials representing a literary text as a response to a question.
 Identify material related to a literary text.

Answer basic comprehension questions (who, what, where, and/or when) based upon a literary text.
 Identify one or more details from a literary text.

Find a specific quote, sentence, or passage from a literary text which answers explicit (who, what, where, and/or when) questions.
 Identify when a question requires an inference (the answer is not directly provided by the text).

Identify the quote, sentence, or passage from a literary text which provides the most information to answer an explicit question.
 Identify a statement within a literary text which provides information needed to make an inference.

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Grade 8: ELA: Reading Literary (RL)

ELAGSE8.RL.2	Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Least complex	Most complex
<p>Communicate a response to provide the main idea of a literary text.</p> <p>Communicate a response to provide a key detail of a literary text.</p> <p>Identify material related to the central idea of a literary text.</p>	 <p>Identify key details within a literary text.</p> <p>Match the given main idea of a literary text with supporting key details from the text.</p> <p>Group key details found in a literary text in relation to a possible theme/central idea.</p> <p>Identify key details of a literary text that are related to the theme or central idea.</p> <p>Sequence supporting key details related to a central idea as found within a literary text.</p>

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Grade 8: ELA: Reading Literary (RL)

ELAGSE8.RL.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Least complex	Most complex

<p>Communicate a response to identify a character, dialogue, or setting/event from a literary text.</p> <p>Identify materials representing characters, settings, and/or episodes from a literary text.</p>	<p>Identify dialogue of specific characters within a literary text.</p> <p>Identify characters, settings, and plot in various sections of a literary text.</p> <p>Identify the events occurring at the beginning and end of a literary story or drama.</p>	<p>Identify how the characters respond to the conflict in a literary story or drama.</p> <p>Place key events from a literary story or drama in chronological order.</p> <p>Match character(s) to specific dialogue within a literary story or drama.</p>	<p>Place aspects of key events within a literary text, including characters, settings, and actions in chronological order (beginning, middle, or end).</p> <p>Match character description(s) (e.g., happy, sad, scared) to key events and/or dialogue in a literary story or drama.</p> <p>Identify how the characters respond to each other through dialogue within a literary story or drama.</p>
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Grade 8: ELA: Reading Literary (RL)

ELAGSE8.RL.4	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
Least complex 	Most complex
<p>Communicate a response stating the meaning of figurative and connotative words and phrases within a literary text.</p> <p>Identify material related to words/phrases used within a literary text.</p> <p>Touch or manipulate materials representing figurative and connotative words and phrases used within a literary text.</p>	<p>Find the meaning of a given word within the context of a literary text.</p> <p>Match figurative words/phrases found within the literary text with possible meaning.</p> <p>Identify the overall tone (e.g., sad, happy, excited, scared) of specific words within a literary text.</p> <p>Pair word/phrase related to tone within a literary text with the feeling it conveys (e.g., sad, happy, excited, scared).</p> <p>Identify the use of figurative language within a literary text.</p> <p>Identify the meaning of figurative language found within a literary text.</p> <p>Match figurative words/phrases found within the literary text with possible meaning.</p>

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Grade 8: ELA: Reading Literary (RL)

ELAGSE8.RL.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.		
Least complex			
	Identify the overall structure of a literary text.	Match two or more literary texts with similar structures.	Sort different literary texts by structure.

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Grade 8: ELA: Reading Literary (RL)

ELAGSE8.RL.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		
Least complex 		Most complex	
<p>Communicate a response to indicate a difference or similarity between two versions of the same literary text.</p> <p>Identify materials that indicate a difference or similarity between two versions of the same literary text.</p>	<p>Identify whether characters, settings, and/or actions are found in the original literary story, multimedia adaptation, or both.</p>	<p>Match character(s), settings, and actions found within a literary text and its multimedia adaptation.</p>	<p>Sort literary aspects (e.g. characters, setting, actions, tones) based upon whether those aspects are found in the original literary story or drama and its multimedia adaptations.</p>

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Grade 8: ELA: Reading Literary (RL)

ELAGSE8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.		
Least complex			
	<p>Identify whether specific characters, settings, and/or actions are found in a modern work of fiction and a myth, traditional story or religious work.</p>	<p>Match character(s), settings, and actions found within a modern work of fiction to those found in myths, traditional stories, or religious works.</p>	<p>Identify a consistent theme as found in a modern work of fiction and a myth, traditional story, or religious work.</p> <p>Identify consistent patterns of events found in a modern work of fiction and a myth, traditional story, or religious work.</p> <p>Identify consistent character traits as found in a modern work of fiction and a myth, traditional story, or religious work.</p>

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Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 8: ELA: Writing (W)

ELAGSE8.W.1		Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.			
Least complex 		Most complex	
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of a written argument:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the introduction of a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the introduction of a written argument:</i>
Respond differentially to an object or statement which provides an introduction. Communicate a response which provides an introduction. Touch or manipulate materials which provide an introduction.	Create an organizing structure showing a claim and more than one reason which support the claim. Identify a statement/sentence which introduces a claim. Identify a statement/sentence which provides support for a claim.	Create an organizing structure showing a claim and multiple reasons. Complete a statement/sentence which introduces a claim. Complete a statement/sentence which provides support for a claim. Identify the most appropriate sentence to introduce and/or state a claim.	Create an organizing structure showing a claim, reasons/evidence, and an alternate or opposing claim. Develop a sentence to introduce a claim. Develop one or more sentences which provide reasons and/or evidence for a claim. Identify sentences which introduce and/or state a claim from a variety of options (e.g., introduction, opinion, reasons).

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 8: ELA: Writing (W)

ELAGSE8.W.1		Write arguments to support claims with clear reasons and relevant evidence.	
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			
Least complex		Most complex	
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written argument:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the body of a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the body of a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the body of a written argument:</i>
Respond differentially to an object or statement which provides a reason for a claim. Communicate a response which provides a reason for a claim. Touch or manipulate material which provides a reason for a claim.	Match claim statement/sentences with supporting reasons. Identify a statement/sentence which provides support for a claim. Identify a statement/sentence from a source which provides support for a claim.	Complete a statement/sentence which supports a claim. Complete a statement/sentence which supports a claim with evidence from a credible source. Identify the most appropriate sentence(s) to provide support for a claim.	Develop a sentence which supports a claim. Develop a sentence which supports a claim with evidence from a credible source. Identify sentences which provide support for a claim from a variety of options (e.g., claims, opinion, evidence/support).

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 8: ELA: Writing (W)

ELAGSE8.W.1	Write arguments to support claims with clear reasons and relevant evidence.		
c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		
Least complex			Most complex
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written argument:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written argument:</i>
	<p>Add a provided linking word/phrase within a sentence to connect a claim and reason.</p> <p>Add a provided linking word/phrase within a sentence to connect a claim and counterclaim.</p>	<p>Identify and add a single linking word/phrase within a sentence to connect a claim and reason.</p> <p>Identify and add a single linking word/phrase within a sentence to connect a claim and counterclaim.</p>	<p>Identify and add the most appropriate linking word/phrase within a sentence to connect a claim and reason.</p> <p>Identify and add the most appropriate linking word/phrase within a sentence to connect a claim and counterclaim.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 8: ELA: Writing (W)

ELAGSE8.W.1	Write arguments to support claims with clear reasons and relevant evidence.		
	d. Establish and maintain a formal style.		
Least complex 			Most complex
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written argument:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written argument:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written argument:</i>
	Identify the sentence which best reflects a formal style to complete a statement/sentence.	Complete sentences with words which best reflect a formal style.	Develop sentences which reflect a formal style.

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Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 8: ELA: Writing (W)

ELAGSE8.W.1	Write arguments to support claims with clear reasons and relevant evidence.		
Least complex	e. Provide a concluding statement or section that follows from and supports the argument presented.		Most complex
<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written argument:</i></p> <p>Respond differentially to an object or statement which provides a conclusion.</p> <p>Communicate a response which provides a conclusion.</p> <p>Touch or manipulate material which provides a conclusion.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized in the conclusion of a written argument:</i></p> <p>Identify a concluding statement/sentence.</p> <p>Complete a concluding statement/sentence.</p> <p>Identify the most appropriate concluding sentence(s).</p> <p>Develop a concluding statement.</p> <p>Identify a concluding sentence from a variety of options (e.g., introduction of a text, reasons for a claim, restating/concluding an argument).</p>		

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Grade 8: ELA: Writing (W)

ELAGSE8.W.2		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
		a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
Least complex		Most complex		
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the introduction of an informative/explanatory text:</i>	
Respond differentially to an object or statement which provides an introduction. Communicate a response which provides an introduction. Touch or manipulate material which provides an introduction. Respond differentially to a heading, graphic, or piece of multimedia which will aid in comprehension. Identify a heading, graphic, or piece of multimedia which will aid in comprehension.	Create and utilize an organizing structure showing an introduction and two pieces of information. Identify a statement/sentence which introduces a topic. Identify statements/sentences to indicate related information. Match headings, graphics, and/or multimedia to specific ideas.	Create and utilize an organizing structure showing an introduction and three pieces of information. Complete a statement/sentence which introduces a topic. Complete a statement/sentence to indicate related information. Identify a heading, graphic, or piece of multimedia for a specific idea.	Identify and use headings to support the development of an organizing structure showing an introduction and three pieces of information. Develop a sentence which introduces a topic. Identify graphics and/or multimedia for two or more specific ideas.	

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Grade 8: ELA: Writing (W)

ELAGSE8.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the body of a written informative/explanatory text:</i>
Respond differentially to an object or statement which provides information about a topic. Communicate a response which provides information about a topic. Touch or manipulate material which provides information about a topic.	Identify a statement/sentence which describes the topic. Identify a fact, quote, or example which provides detail about the topic.	Complete a sentence which describes the topic. Complete a sentence with a fact, quote, or example which provides detail about a topic.	Develop a sentence which describes the topic. Develop a sentence which includes a fact, quote, or example which provides detail about a topic.

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Grade 8: ELA: Writing (W)

ELAGSE8.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>
	Add a provided transition word/phrase to connect two ideas.	Identify and add a single transition word/phrase to connect two ideas.	Identify and add the most appropriate transition word/phrase to connect different types of ideas.

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Grade 8: ELA: Writing (W)

ELAGSE8.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
e.	Establish and maintain a formal style.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written informative/explanatory text:</i>
	Identify the sentence which best reflects a formal style to complete a statement/sentence.	Complete sentences with words which best reflect a formal style.	Develop sentences which reflect a formal style.

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Grade 8: ELA: Writing (W)

ELAGSE8.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
f.	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written informative/explanatory text:</i>
<p>Respond differentially to an object or statement which provides a conclusion.</p> <p>Communicate a response which provides a conclusion.</p> <p>Touch or manipulate material which provides a conclusion.</p>	<p>Identify a concluding statement/sentence.</p>	<p>Complete a concluding statement/sentence.</p>	<p>Develop a concluding sentence.</p> <p>Identify a concluding sentence from a variety of options (e.g., introduction, details or facts, conclusion).</p>

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Grade 8: ELA: Writing (W)

ELAGSE8.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
Least complex		Most complex	
<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>
<p>Respond differentially to an object or statement which introduces a situation, narrator, or character.</p> <p>Communicate a response which introduces a situation, narrator, or character.</p> <p>Touch or manipulate material which introduces a situation, narrator, or character.</p>	<p>Create an organizing structure showing the introduction and conclusion.</p> <p>Identify a statement/sentence which establishes context.</p> <p>Identify a statement/sentence which describes the narrator or characters.</p>	<p>Create an organizing structure showing the introduction, one event, and a conclusion.</p> <p>Complete a statement/sentence which establishes context.</p> <p>Complete a statement/sentence which describes the narrator or characters.</p>	<p>Create an organizing structure showing the introduction, multiple events, and a conclusion.</p> <p>Develop a sentence which establishes context.</p> <p>Develop a sentence which describes the narrator or characters.</p>

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Grade 8: ELA: Writing (W)

ELAGSE8.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		
Least complex	 Most complex		

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>
	Identify a statement/sentence which describes an event. Identify a statement/sentence which describes the action of a character. Identify a statement/sentence which describes the feelings of a character. Identify a dialogue statement/sentence for a character.	Complete a statement/sentence which describes an event. Complete a statement/sentence which describes the action of a character. Complete a statement/sentence which describes the feelings of a character. Complete a dialogue sentence for a character.	Develop a sentence which describes an event. Develop a sentence which describes the action of a character. Develop a sentence which describes the feelings of a character. Develop dialogue for characters appropriate to a given situation.

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Grade 8: ELA: Writing (W)

ELAGSE8.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
	c. Use a variety of transition words, phrases, and clauses to convey sequence signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>
	Add a provided temporal word/phrase to connect two events. Add a provided transitional word/phrase to connect two settings.	Identify a temporal word/phrase to connect two events. Identify a transitional word/phrase to connect two settings.	Develop sentences with temporal words/phrases to connect events. Develop sentences with transitional words to indicate movement between settings.

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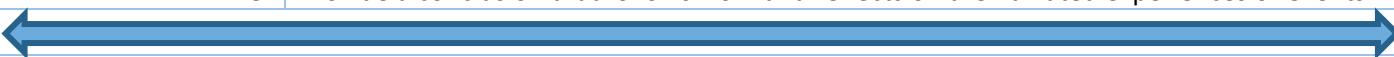
Grade 8: ELA: Writing (W)

ELAGSE8.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols AND is utilized in sentences within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written narrative:</i>
	Add a word which reflects a detail, mood, or feeling to a statement/sentence about a character or event.	Identify words which reflect a detail, mood, or feeling to include in a sentence about a character or event.	Identify words which best reflect a detail, mood, or feeling to include in a sentence about a character or event.

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Grade 8: ELA: Writing (W)

ELAGSE8.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
	e. Provide a conclusion that follows from and reflects on the narrated experiences or events.		
Least complex			

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>
<p>Respond differentially to an object or statement which provides a sense of closure.</p> <p>Communicate a response which provides a sense of closure.</p> <p>Touch or manipulate material which provides a sense of closure.</p>	<p>Identify a concluding statement/sentence.</p>	<p>Complete a concluding statement/sentence.</p>	<p>Develop a concluding sentence.</p>

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Grade 8: ELA: Writing (W)

ELAGSE8.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.			
Least complex 	<i>With a peer or adult AND utilizing writing produced by the student:</i> Respond differentially to indicate the desire to change part of a written piece. Respond differentially to indicate completion of a written piece. Communicate a response regarding revision or completion of a written piece.	<i>With a peer or adult AND utilizing writing produced by the student:</i> Develop a two-part organizing structure for writing which is appropriate for the purpose (e.g., claim and reason for writing an argument). Identify one or more statements/sentences to revise.	<i>With a peer or adult AND utilizing writing produced by the student:</i> Develop a three-part organizing structure for writing which is appropriate for the purpose (e.g., introduction, one fact, and conclusion for an informative/explanatory piece). Identify one or more sentences to revise and ask for suggestions.	<i>With a peer or adult AND utilizing writing produced by the student:</i> Develop an organizing structure for writing which is appropriate for and completes the purpose (e.g., all events to complete a narrative piece). Identify one or more sentences to revise and make revisions. Indicate whether the purpose of the writing has been achieved in relation to the audience.

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Grade 8: ELA: Writing (W)

ELAGSE8.W.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) which results in a research project:</i> Respond differentially to an object or statement which relates to a research project topic. Communicate a response which relates to a research project topic. Touch or manipulate material which relates to a research project topic.	<i>Utilizing written/visual material (including symbols) which results in a research project:</i> Identify a statement/sentence which provides the topic for a research project. Identify answers to a research question as found in print resources and/or digital tools.	<i>Utilizing a variety of written/visual material (including symbols) which results in a research project:</i> Complete a sentence which provides the topic for a research project. Locate and record answers to a research question using a single print resource and/or digital tool.	<i>Utilizing a variety of written/visual material (including symbols) which results in a research project:</i> Develop a sentence which provides the topic for a research project. Locate and record answers to a research question using more than one print resource and/or digital tool.

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Grade 8: ELA: Writing (W)

ELAGSE8.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		
Least complex			
			Most complex
<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written piece:</i>
Respond differentially to an object or statement which relates to relevant information from a print or digital source.	Identify a statement/sentence that paraphrases information from a print or digital source.	Complete a sentence that paraphrases information from a print or digital source.	Develop a sentence that paraphrases information from a print or digital source.
Communicate a response which relates to relevant information from a print or digital source.	Choose an appropriate/relevant statement/sentence found in a print or digital source.	Choose the most appropriate/relevant statement/sentence found a print or digital source.	Choose the most appropriate/relevant statements/sentences found in multiple print or digital sources.
Touch or manipulate material which relates to relevant information from a print or digital source.	Identify the author of information from a print source to be included in a citation.	Identify author/source document/dates from sources to be included in a citation.	Add given information to develop a citation.

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Grade 8: ELA: Writing (W)

ELAGSE8.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	a. Apply grade 8 Reading standards to literature (e.g., Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new).		
Least complex	 Most complex		

<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about a literary text:</i> Respond differentially to an object or statement which relates to relevant information from a literary text. Communicate a response which relates to relevant information from a literary text. Touch or manipulate material which relates to relevant information from a literary text.	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i> Identify a statement/sentence which includes appropriate evidence from a literary text.	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i> Complete a sentence with appropriate evidence which relates to information from a literary text. Choose appropriate/relevant statement/sentence from a literary text that fits a writing prompt.	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i> Develop a sentence with appropriate evidence which relates to information from a literary text. Choose the most appropriate/relevant sentences from a literary text that best fit a writing prompt.
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Grade 8: ELA: Writing (W)

ELAGSE8.W.9		Draw evidence from literary or informational texts to support analysis, reflection, and research.	
b. Apply grade 8 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced).			
		Least complex Most complex	
<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about literary nonfiction:</i> Respond differentially to an object or statement which relates to relevant information from a work of literary nonfiction. Communicate a response which relates to relevant information from a work of literary nonfiction. Touch or manipulate material which relates to relevant information from a work of literary nonfiction.	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i> Identify a statement/sentence which includes appropriate evidence from a presented work of literary nonfiction.	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i> Complete a sentence which includes appropriate evidence from a presented work of literary nonfiction. Choose an appropriate/relevant statement/sentence from a presented work of literary nonfiction that fits a writing prompt.	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i> Develop a sentence which includes appropriate evidence from a presented work of literary nonfiction. Choose the most appropriate/relevant statement/sentence from a presented work of literary nonfiction that best fits a writing prompt.

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Grade 8: ELA: Speaking and Listening (SL)

ELAGSE8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.		
	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
Least complex	Most complex		
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion. Identify a statement to be utilized within a discussion. Present a statement within a discussion.	Identify a statement, based upon a text or material being studied, to be utilized within a discussion. Utilize a prepared statement at the appropriate time within a discussion.	Identify multiple statements, based upon a text or material being studied, to be utilized within a discussion. Utilize a prepared statement at the appropriate time within a discussion.	Identify multiple statements, based upon a text or material being studied, to be utilized within a discussion. Utilize a prepared statement at the appropriate time within a discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 8: ELA: Speaking and Listening (SL)

ELAGSE8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.		
	b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
Least complex			
			Most complex
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion. Provide a statement to another person.	Initiate a discussion. Listen to the ideas/questions of others before responding. Identify the individual role within a discussion. Identify the goals of the group discussion.	Initiate a discussion. Listen to the ideas/questions of others before responding. Identify the individual role within a discussion. Identify the goals of the group discussion.	Initiate a discussion. Listen to the ideas/questions of others before responding. Identify the individual role within a discussion. Identify the goals of the group discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 8: ELA: Speaking and Listening (SL)

ELAGSE8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.		
	c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.		
Least complex	Most complex		
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify an answer or question to be included in a discussion. Answer a question within a discussion. Provide a comment during a discussion.	Identify and ask a question about a topic or text within a discussion. Identify and present an answer about a topic or text within a discussion.	Identify and ask a question about a topic or text within a discussion. Identify and present an answer about a topic or text within a discussion.	Identify and ask a question about a topic or text within a discussion. Identify and present an answer about a topic or text within a discussion.

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Grade 8: ELA: Speaking and Listening (SL)

ELAGSE8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.		
	d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.		
Least complex			
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Provide a personal view or idea about new information during a discussion.	Identify one new piece of information expressed by others within a discussion. Present a view or understanding of the new information presented within a discussion.	Identify one key idea about a topic or text and present within a discussion. Present a view or understanding of the new information presented within a discussion.	Identify key ideas about a topic or text and present within a discussion. Present a view or understanding of the new information presented within a discussion.

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Grade 8: ELA: Speaking and Listening (SL)

ELAGSE8.SL.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		
Least complex			
<i>After watching/listening to diverse media presentations AND using the student's primary mode of communication:</i>	<i>After watching/listening to diverse media presentations AND using the student's primary mode of communication:</i>	<i>After watching/listening to diverse media presentations AND using the student's primary mode of communication:</i>	<i>After watching/listening to diverse media presentations AND using the student's primary mode of communication:</i>
	<p>Identify a statement which summarizes information presented in a media presentation.</p>	<p>Develop a statement which summarizes and provides a detail from a media presentation.</p> <p>Identify possible motives (e.g., to buy something, to vote for someone, to do something for someone else) for a media presentation.</p> <p>Develop a statement which identifies the purpose of information presented.</p>	<p>Develop statements which summarize media presentations on the same topic.</p> <p>Identify the possible motive for a specific media presentation (e.g., to buy something, to vote for someone, to do something for someone else).</p> <p>Develop a statement which identifies a possible motive for information presented.</p>

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Grade 8: ELA: Speaking and Listening (SL)

ELAGSE8.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		
Least complex	Most complex		
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a presentation. Present one piece of information to others.	Present two pieces of information related to one topic to others. Place information to be presented in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail). Communicate with appropriate pace (e.g., limited interruptions or repeats of statements).	Present more than two pieces of information related to one topic. Place information to be presented in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail). Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).	Present more than two pieces of information related to each topic. Place information to be presented in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail). Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).

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Grade 8: ELA: Speaking and Listening (SL)

ELAGSE8.SL.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
Least complex			
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
	<p>Identify a multimedia component or visual display and include during a presentation.</p> <p>Utilize multimedia component(s) at the appropriate time within a presentation.</p>	<p>Identify multimedia which will clarify information and/or findings and include during a presentation.</p> <p>Identify multimedia which emphasizes salient points and include during a presentation.</p>	<p>Identify multimedia which will clarify information and/or findings and include during a presentation.</p> <p>Identify multimedia which emphasizes salient points and include during a presentation.</p>
		<p>Utilize multimedia component(s) at the appropriate time within a presentation.</p>	<p>Utilize multimedia component(s) at the appropriate time within a presentation.</p>

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Grade 8: ELA: Speaking and Listening (SL)

ELAGSE8.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
			
Least complex	Using the student's primary mode of communication: Respond differentially to identify an idea to be included in a discussion. Present a piece of information to others.	Using the student's primary mode of communication with multiple teachers/peers: Identify statements to be made in two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present a chosen statement appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).	Using the student's primary mode of communication with multiple people and on different topics: Develop statements to be made in at least two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).
			Using the student's primary mode of communication with multiple people, on different topics, and in different locations: Develop multiple statements to be made in multiple situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present multiple developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).

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Grade 8: Mathematics: The Number System (NS)

MGSE8.NS.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
Least complex	Most complex

<p>Communicate a response to state information for converting fractions to decimals.</p> <p>Manipulate materials representing the conversion of fractions to decimals.</p>	<p>Convert rational number fractions to decimal equivalent.</p>	<p>Convert a decimal expansion into a rational number.</p>	<p>Determine if a number is rational by deciding if it is (or can be written as) a fraction or a repeating or terminating decimal (e.g., 2.3333..., 3.567, $\sqrt{25}$, $3\sqrt{8}$, but not $\sqrt{10}$).</p>
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Grade 8: Mathematics: The Number System (NS)

MGSE8.NS.2	<p>Use rational approximation of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions (e.g., estimate π^2 to the nearest tenth). For example, by truncating the decimal expansion of $\sqrt{2}$ (square root of 2), show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</p>
Least complex	Most complex

<p>Communicate a response about the comparison of decimals by size. Manipulate materials representing the comparison of decimals by size.</p>	<p>Identify a decimal on a number line which is greater than/less than a given decimal.</p>	<p>Order estimated square roots of rational numbers on a number line.</p>	<p>Identify rational and irrational numbers, then compare decimals of each by size.</p>
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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{(-5)} = 3^{(-3)} = \frac{1}{3^3} = \frac{1}{27}$.
Least complex	Most complex

	Identify the integer exponent for a given manipulative (e.g., one piece of paper folded one time is 2^1).	Compare the value of exponents on the same base numeral within numerical expressions (e.g. $2^2 \times 2^3 = 4 \times 8 = 32$ therefore, $2^2 \times 2^3 = 2^5$).	Solve expressions involving addition and subtraction of integer exponents.
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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.2	<p>Use square root and cube root symbols to represent solutions to equations. Recognize that $x^2 = p$ (where p is a positive rational number and $x \leq 25$) has 2 solutions and $x^3 = p$ (where p is a negative or positive rational number and $x \leq 10$) has one solution. Evaluate square roots of perfect squares ≤ 625 and cube roots of perfect cubes ≥ -1000 and ≤ 1000.</p>
Least complex	Most complex

<p>Communicate a response to state the information needed to determine the square root of a number using visual square models.</p> <p>Manipulate materials representing the square root of a given number.</p>	<p>Match the figure of a square with given dimensions to determine its perfect square (e.g., match a square with sides of 5 to its perfect square 25).</p>	<p>Identify a geometric formula that represents the area of a perfect square given the side lengths (e.g., $A = 4^2$).</p> <p>Determine the square root as the length of one of the sides when given an equation and a visual perfect square model.</p>	<p>Use exponents to indicate the number of repeated factors (e.g., $2 \times 2 = 2^3$).</p> <p>Identify perfect squares within 100.</p> <p>Generate a visual square model that shows the square root of a perfect square is the length of one of the sides using sketches, objects, or pre-printed materials.</p>
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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.3	<p>Use numbers expressed in scientific notation to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</p>
Least complex	Most complex

	<p>Identify the larger of two scientific notations (e.g., 10^3 is larger than 10^1).</p>	<p>Identify the larger of two numbers expressed by scientific notation by examining the common and different factors (e.g., 3×10^4 is larger than 3×10^1 because 10^4 is greater than 10^1).</p>	<p>Identify the larger or smaller of two quantities given two numbers expressed in a positive or negative scientific notation (e.g., 3×10^{-4} is smaller than 3×10^4 because -4 is less than 4).</p>
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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.4	Add, subtract, multiply and divide numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Understand scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g. use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology (e.g. calculators).
Least complex	Most complex

	Add numbers expressed in scientific notation with a factor of 1 (e.g. $1 \times 10^2 + 1 \times 10^3 = 100 + 1000 = 1100$.)	Multiply numbers expressed in scientific notation with a factor of 1 (e.g. $1 \times 10^3 + 1 \times 10^3 = 1000 \times 1000 = 1,000,000$.)	Multiply numbers expressed in scientific notation and interpret result as a scientific notation (e.g., $2 \times 10^3 \times 3 \times 10^2 = 2000 \times 300 = 600,000 = 6 \times 10^5$; therefore, $(2 \times 10^3) \times (3 \times 10^2) = (6 \times 10^5)$.
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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.		
Least complex	Most complex		
Manipulate materials as used to graph proportional relationships. Communicate a response to participate in the graphing of proportional relationships.	Identify points from a proportional relationship to be plotted in the first quadrant of a coordinate plane. Match unit rates to written or verbal descriptions.	Plot points from a proportional relationship in the first quadrant of a coordinate plane. Identify the unit rate as slope within a linear equation.	Create graphs on a coordinate plane to represent a proportional relationship. Create a unit rate or slope when presented with a proportional relationship. Compare two or more lines on a coordinate plane to determine which has the greater unit rate (slope).

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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
Least complex	Most complex

	Match similar right triangles by overlapping on a coordinate plane.	Identify the two right triangles of which the hypotenuse has the same slope when shown on a coordinate plane.	Calculate the slope of the hypotenuse of two right triangles to determine if the triangles are similar.

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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.7	Solve linear equations in one variable.
	a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

Least complex

Most complex

Manipulate materials as they are utilized to solve linear equations. Communicate a response to participate in solving problems involving linear equations.	Identify whether a given number will provide a solution for a linear equation with one variable (e.g., can you solve $16 - y = 7$ by substituting 9 for y ?).	Identify whether a linear equation has a single or many solutions (e.g., $x + 2 = 8$ has one solution; $3x = 3x$ has many solutions).	Identify whether a linear equation has a single solution, many solutions, or no solution (e.g., $x + 2 = 8$ has one solution, $3x = 3x$ has many solutions, and $x + 2 = x + 7$ has no solution).
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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.7	Solve linear equations in one variable.
b.	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

Least complex  **Most complex**

Manipulate materials as they are utilized to solve linear equations. Communicate a response to participate in solving problems involving linear equations.	Identify whether a given number will provide a solution for a linear equation with one variable (e.g., can you solve $16 - y = 7$ by substituting 9 for y ?).	Solve linear equations given a word problem. Identify like terms within an expression. Calculate amounts within parenthetical number sentences (e.g., $3(4 + 7) \times 2(4 - 2) = 3(11) \times 2(2)$).	Simplify an expression with like terms (e.g., $2x + 4x + 2 = 6x + 2$). Solve real-world or mathematical linear equations involving addition or multiplication.
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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.8	Analyze and solve pairs of simultaneous linear equations (systems of linear equations).
a.	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

Least complex

Most complex

Manipulate materials as they are utilized to solve linear equations. Communicate a response to participate in solving problems involving linear equations. Communicate a response to the solution to a linear equation.	Determine whether there is a point of intersection on a graph of two linear equations.	Identify points related to two linear equations on a graph.	Identify point(s) of intersection given two graphed linear equations that intersect. Identify the complete linear equation by substituting points of intersection for the appropriate variables.
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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.8	Analyze and solve pairs of simultaneous linear equations (systems of linear equations).
b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.	

Least complex

Most complex

Manipulate materials as used to graph linear equations. Communicate a response to participate in the graphing of linear equations. Communicate a response to provide the ordered pair that is a solution to both equations.	Solve two variable linear equations given the value of one variable (e.g., solve $3x + 2y = 12$ when $y = 3$). Identify the coordinates for graphing a two variable linear equation. Determine whether there is a point of intersection on a graph of two linear equations.	Solve a system of variable linear equations given amounts for one variable. Develop a table to show the possible solutions for a two variable linear equation. Identify complete linear equations by substituting points of intersection for the appropriate variables.	Identify whether two two-variable linear equations have a solution given the graphs of the equations.
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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.8	Analyze and solve pairs of simultaneous linear equations (systems of linear equations).
	c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

Least complex

Most complex

Manipulate materials as used to graph linear equations representing a real-world problem. Communicate a response to participate in the graphing of linear equations representing a real-world problem. Communicate a response to graph ordered pairs based on linear equations.	Identify the one variable linear equation represented by a real-world problem. Solve real-world problem leading to one linear equation with one variable. Plot two sets of ordered pairs based on linear equations.	Identify the two variable linear equation represented by a real-world problem. Solve real-world problem leading to one linear equation with two variables and given the amount for one variable. Plot two sets of ordered pairs based on linear equations.	Plot two sets of ordered pairs based on linear equations and indicate whether the lines from those points intersect to show a solution.
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Grade 8: Mathematics: Functions (F)

MGSE8.F.1	<p>Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p>		
Least complex			
Manipulate materials to identify an amount within a function (e.g., when given the function $x = y$, make equal sets for y when given a value for x).	Identify the function within a table of value. Identify the input and output within a function.	Identify the output when given a function and one input. Complete the ordered pair when given the input.	Identify outputs when given the function and two or more inputs. Complete one or more ordered pairs when given inputs. Graph one input and corresponding output on a coordinate plane.

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Grade 8: Mathematics: Functions (F)

MGSE8.F.2	<p>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</p>		
Least complex			
	<p>Identify whether two functions are equal when represented in the same way (e.g., is $2x = y$ the same as $x = y$?)</p>	<p>Identify whether two functions are equal when represented in different ways (e.g., given an input/output table and a graph).</p> <p>Identify the differences between two functions represented in the same way (e.g., $3x = y$ and $5x = y$ are different, because 3 is different from 5).</p>	<p>Identify the function with the greatest rate of change when given two functions presented in the same way (e.g. given $3x = y$ and $5x = y$, $5x = y$ has the greatest rate of change, because 5 is greater than 3.).</p>

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Grade 8: Mathematics: Functions (F)

MGSE8.F.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1, 1)$, $(2, 4)$ and $(3, 9)$, which are not on a straight line.
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Least complex

Most complex

Communicate a response with a step needed to graph or interpret a linear function. Manipulate materials to complete or interpret a graph of a linear function.	Identify an output of the function $y = mx + b$ when given values for m , x , and b . Identify whether the graph of the value for $y = mx + b$ is a straight line.	Identify the outputs of the function $y = mx + b$ when given 2 or more values for m , x , and b . Identify the linear function given a graphed linear and non linear function.	Identify the outputs of a given linear and non-linear function. Identify a function as linear or not linear after graphing given points.
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Grade 8: Mathematics: Functions (F)

MGSE8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.		
Least complex			
	Identify the function within one or more function table(s) in the $mx = y$. Identify the quantity of the x and y value within a table a value (e.g., given a table of number of bags of chips which could be bought with different amounts of quarters, identify bags of chips as y and number of quarters as x).	Identify the output when given a function and one input. Match a function to a table of values. Match ordered pairs within a graphed function with the values found in a table.	Identify outputs when given the function and two or more inputs. Identify the quantity which would indicate the rate of change with a given function. Identify the initial value in a graphed function.

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Grade 8: Mathematics: Functions (F)

MGSE8.F.5	<p>Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p>		
Least complex 	Most complex		
	<p>Identify and graph three or more ordered pairs given a function table of values.</p> <p>Identify whether the line graphed by a function table of values is straight or not straight.</p> <p>Match the quantity of the x and y value on a graph with two variables described as a relationship (e.g., given a graph of number of bags of chips which could be bought with different amounts of quarters, identify bags of chips as y and number of quarters as x).</p>	<p>Identify whether the line graphed by a function table of values as increasing or decreasing.</p>	<p>Identify the function between two quantities in more than one way (e.g., linear and increasing, linear and decreasing).</p> <p>Create a line that exhibits at least one quality of a described function (e.g., a slope in the correct direction or a correct y-intercept).</p>

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Grade 8: Mathematics: Geometry (G)

MGSE8.G.2	<p>Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p>		
Least complex	Most complex		
<p>Attend visually, aurally, or tactiley to two-dimensional figures as they are utilized within a sequence of rotations, reflections and translations.</p> <p>Manipulate two-dimensional figures as they are utilized within a sequence of rotations, reflections and translations.</p> <p>Identify congruent shapes given a choice of two (e.g., identify two triangles as being congruent but a triangle and square are not).</p>	<p>Match two-dimensional shapes in the same location within a coordinate plane.</p>	<p>Identify a rotation, reflection and/or translation when shown two congruent figures.</p> <p>Identify whether two-dimensional figures are congruent when given the number of spaces up, down, left or right on a coordinate plane.</p>	<p>Demonstrate a reflection, translation, and/or rotation of a two-dimensional figure using manipulatives.</p> <p>Record shown movement needed to match congruent figures, including reflections, rotations on a coordinate plane.</p>

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Grade 8: Mathematics: Geometry (G)

MGSE8.G.5	<p>Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.</p>		
Least complex			
	<p>Demonstrate which angles are congruent by placing angle wedges in a diagram showing two parallel lines cut by a traversal and comparing those wedges.</p> <p>Draw a transversal through two parallel lines.</p>	<p>Determine whether triangles are similar given their side measures, angles, and shape.</p> <p>Find the missing angle measure when one angle measure is given in a diagram showing two parallel lines cut by a transversal, using knowledge of supplementary angles.</p>	<p>Use manipulatives or technology to find the measures of the exterior angles of various shapes.</p> <p>Using knowledge of vertical angles to find missing angle measure when one is given in a diagram showing two parallel lines cut by a traversal.</p>

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Grade 8: Mathematics: Geometry (G)

MGSE8.G.6	Explain a proof of the Pythagorean Theorem and its converse.		
Least complex			
	<p>Label the components of a triangle (e.g., hypotenuse, legs, right angle).</p> <p>Match triangles based upon specific measurements (e.g., legs, angles).</p>	<p>Determine the lengths of the legs of a right triangle using unit squares.</p> <p>Determine if the hypotenuse of a right triangle can be measured in unit squares.</p> <p>Identify the amounts for squares of the legs of a right triangle.</p>	<p>Use models to show a relationship between the sum of the squares of the lengths of the legs of a right triangle and the square of the length of its hypotenuse.</p> <p>Identify the square roots of amounts given for the hypotenuse of a right triangle.</p>

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Grade 8: Mathematics: Geometry (G)

MGSE8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.		
Least complex			
	Identify two- and three-dimensional right triangles in real-world activities.	Label the components of two- and three- dimensional right triangles in real world activities. Solve algebraic equations involving squares.	Apply the Pythagorean Theorem in real world situations to find a missing length in a naturally occurring right triangle (e.g., length of a ladder).

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Grade 8: Mathematics: Statistics and Probability (SP)

MGSE8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
Least complex	Most complex

Communicate a response to describe a pattern on a scatter plot.	Represent numerical data on a scatter plot.	Describe a pattern of points on a scatter plot using terminology (e.g., “increasing to the right”, “decreasing to the right”, “neither”, “positive correlation”, “negative correlation”, “no correlation”, or “no pattern”).	Determine whether points on a scatter plot have a linear association (i.e., can a line be drawn that comes closest to most data points). Interpret the relationship between two variables in a scatter plot when there is a linear relationship (e.g., math scores vs. number of days students were absent).
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Grade 8: Mathematics: Statistics and Probability (SP)

MGSE8.SP.2	<p>Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p>		
Least complex			
	<p>Describe the presence or absence of a trend on a scatter plot.</p>	<p>Find an informal line of best fit for a scatter plot.</p>	<p>Use the line of best fit on a scatter plot of real-life data to predict likely outcomes (e.g., plant's growth, inches of rainfall).</p> <p>Determine whether a line of best fit is appropriate based on how many data points are above or below.</p>

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Grade 8: Mathematics: Statistics and Probability (SP)

MGSE8.SP.3	<p>Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</p>		
Least complex			
	<p>Identify the bivariate data represented by points on a scatter plot (e.g., age, height).</p>	<p>Complete a partially filled t-chart summarizing data. Describe a pattern of points on a scatter plot using terminology (linear, slope, intercept) in relation to bivariate measurement data.</p>	<p>Interpret slope from linear models of bivariate data (e.g., from the temperature and ice cream sales graph, tell that ice cream sales go up as temperatures go up).</p>

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Grade 8: Science: Physical Science

S8P1	Students will examine the scientific view of the nature of matter.		
a.	Distinguish between atoms and molecules.		
Least complex			Most complex

Communicate a response to identify an example as an atom or molecule. Touch or manipulate materials representing atoms and molecules.	Match examples of atoms and molecules.	Identify examples as atoms or molecules.	Sort examples as atoms or molecules. Identify characteristics that can be used to distinguish atoms from molecules.
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Grade 8: Science: Physical Science

S8P1	Students will examine the scientific view of the nature of matter.		
c.	Describe the movement of particles in solids, liquids, gases, and plasmas states.		
Least complex		Most complex	

Respond differentially to identify the movement of particles in a state of matter. Communicate a response stating the movement of particles given a state of matter. Touch or manipulate materials while demonstrating the movement of particles in a state of matter.	Match a description of the movement of particles to the state of matter (e.g., match "solid" to particles that vibrate back and forth around in their position).	Identify the difference between the movement of particles in two given states (e.g., solids have particles that vibrate back and forth around in their position, liquid has particles which move past each other).	Describe the movement of particles in various states of matter.
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Grade 8: Science: Physical Science

S8P1	Students will examine the scientific view of the nature of matter.
e.	Distinguish between changes in matter as physical (i.e., physical change) or chemical (development of a gas, formation of precipitate, and change in color).

Least complex

Most complex

Respond differentially to identify a physical or chemical change. Communicate a response that states whether a change is physical or chemical. Touch or manipulate materials representing a physical or chemical change.	Identify a demonstrated change in matter (e.g., was the change a change in size, state, color, development of gas or precipitate).	Sort descriptions of changes in matter as physical or chemical.	Describe the demonstrated change which makes a reaction chemical or physical.
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Grade 8: Science: Physical Science

S8P2	Students will be familiar with the forms and transformations of energy.						
	b. Explain the relationship between potential and kinetic energy.						
Least complex							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; vertical-align: top;"> Respond differentially to identify examples of potential or kinetic energy. Communicate a response to state an example of potential or kinetic energy. Touch or manipulate materials representing examples of potential and kinetic energy. </td><td style="padding: 5px; vertical-align: top;"> Identify energy as potential or kinetic. </td><td style="padding: 5px; vertical-align: top;"> Identify the change of energy within an example (e.g., a yo-yo has potential energy when it is held which changes to kinetic energy when it is released). </td><td style="padding: 5px; vertical-align: top;"> Identify multiple changes of energy within an activity (e.g., a toy car at the top of a ramp has potential energy, rolling down the ramp transforms potential into kinetic, all the kinetic energy is used when the car rolls to a stop). </td></tr> </table>				Respond differentially to identify examples of potential or kinetic energy. Communicate a response to state an example of potential or kinetic energy. Touch or manipulate materials representing examples of potential and kinetic energy.	Identify energy as potential or kinetic.	Identify the change of energy within an example (e.g., a yo-yo has potential energy when it is held which changes to kinetic energy when it is released).	Identify multiple changes of energy within an activity (e.g., a toy car at the top of a ramp has potential energy, rolling down the ramp transforms potential into kinetic, all the kinetic energy is used when the car rolls to a stop).
Respond differentially to identify examples of potential or kinetic energy. Communicate a response to state an example of potential or kinetic energy. Touch or manipulate materials representing examples of potential and kinetic energy.	Identify energy as potential or kinetic.	Identify the change of energy within an example (e.g., a yo-yo has potential energy when it is held which changes to kinetic energy when it is released).	Identify multiple changes of energy within an activity (e.g., a toy car at the top of a ramp has potential energy, rolling down the ramp transforms potential into kinetic, all the kinetic energy is used when the car rolls to a stop).				

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Grade 8: Science: Physical Science

S8P2	Students will be familiar with the forms and transformations of energy.	
	c. Compare and contrast the different forms of energy (heat, light, electricity, mechanical motion, sound) and their characteristics.	
Least complex		Most complex

Respond differentially to identify examples of the characteristics of different forms of energy. Communicate a response to state facts about the characteristics of different forms of energy (heat, light, electricity, etc.) Touch or manipulate materials representing examples of the characteristics of different forms of energy.	Identify a phenomena as an example as heat, light, electrical, mechanical motion, or sound energy.	Compare two forms of energy based upon their characteristics. Contrast two forms of energy based upon their characteristics.	Sort facts about forms of energy. Compare three or more forms of energy. Contrast three or more forms of energy.
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Grade 8: Science: Physical Science

S8P3	Students will investigate relationship between force, mass, and the motion of objects.		
	b. Demonstrate the effect of balanced and unbalanced forces on an object in terms of gravity, inertia, and friction.		
Least complex			Most complex
<p>Respond differentially to identify examples of balanced (no movement of the object) and unbalanced (movement of the object) forces on an object.</p> <p>Communicate a response to state whether an example shows balanced (no movement of the object) or unbalanced (movement of the object) forces on an object.</p> <p>Touch or manipulate materials representing examples of balanced and unbalanced forces.</p>	<p>Demonstrate the effect of balanced forces on an object (e.g., balance an object on a table or piece of board).</p> <p>Demonstrate the effect of unbalanced forces on an object (e.g., place an object on a piece of board and tilt the board so the object begins to move).</p>	<p>Demonstrate balanced and unbalanced forces (e.g., balance an object on a piece of board and then tilt the board so the object begins to move).</p>	<p>Identify whether a demonstrated force is balanced or unbalanced when changes are made to the experiment (e.g., what happens to the forces on a rolling toy car when the car moves from a slick floor to carpet and friction is added).</p>

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Grade 8: Science: Physical Science

S8P3	Students will investigate relationship between force, mass, and the motion of objects.	
	c. Demonstrate the effect of simple machines (lever, inclined plane, pulley, wedge, screw, and wheel and axle) on work.	
Least complex		Most complex

Communicate a response to state the effect of a simple machine on work. Touch or manipulate one or more simple machines to demonstrate an effect on work.	Demonstrate that an appropriate simple machine can be used to move objects.	Demonstrate the difference in the amount of force used to complete a task with and without a simple machine (e.g., show that less force is required to move a box of books on a cart with a wheel and axle than to carry the books down the hall).	Demonstrate that more work can be done with less force by utilizing simple machines (e.g., more nails can be pulled from a board utilizing a lever/claw end of the hammer than pulling out by hand and/or more books can be moved on a cart with a wheel and axle than carried down the hall).
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Grade 8: Social Studies: Georgia Historical Understandings

SS8H5	The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.
	c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.

Least complex

Most complex

Respond differentially to identify the impact of major inventors/inventions on American life. Communicate a response to identify the impact of major inventors/inventions on American life.	Match a technological development with a description of the technology.	Match a technological development with its impact on Georgia growth.	Match two technological developments with their impact on Georgia growth.
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Grade 8: Social Studies: Georgia Historical Understandings

SS8H6	The student will analyze the impact of the Civil War and Reconstruction on Georgia.		
	b. State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.		
Least complex			
Most complex			
<p>Respond differentially to identify the importance of key events of the Civil War in Georgia.</p> <p>Communicate a response that identify details to state the importance of what happened during specific key events of the Civil War.</p>	<p>Identify the importance of one key event of the Civil War in Georgia.</p> <p>Identify key events of the Civil War as being located in Georgia or outside of Georgia.</p>	<p>Identify the importance of two to three key events of the Civil War in Georgia.</p> <p>Identify the impact of Civil War events outside of Georgia on the war in Georgia (e.g., the impact of Gettysburg on the war in Georgia).</p>	<p>Identify the importance of four or more Civil War events on the war in Georgia.</p>

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Grade 8: Social Studies: Georgia Historical Understandings

SS8H12	The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.
e.	Evaluate the importance of new immigrant communities to the growth and economy of Georgia.

Least complex

Most complex

Communicate a response that identify characteristics of new immigrant communities in Georgia.	Identify characteristics of immigrants coming to Georgia (e.g., immigrants move from countries outside of the United States, immigrants may not speak English, immigrants may have different traditions).	Identify characteristics of immigrant communities in Georgia (e.g., many people from the same country live in an area, many people will speak English and their native language, many will keep the traditions of their home country).	Identify the impact of immigrant communities in Georgia (e.g., increases in the labor force, new traditions can be brought into the community).
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Grade 8: Social Studies: Georgia Geographic Understandings

SS8G1	The student will describe Georgia with regard to physical features and location.		
a.	Locate Georgia in relation to region, nation, continent, and hemispheres.		
Least complex	 Most complex		
<p>Respond differentially to identify Georgia on a regional or national map.</p> <p>Communicate a response to identify Georgia on a regional or national map.</p> <p>Touch or manipulate items to identify Georgia on a regional or national map.</p>	<p>Locate Georgia on a map of the southeast region of the United States.</p>	<p>Locate Georgia on a map of the United States.</p> <p>Identify Georgia as a state in the southeast region of the United States.</p>	<p>Locate Georgia on a map of North America.</p> <p>Identify Georgia as a state in the southeast region of the United States which is on the continent of North America.</p>

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Grade 8: Social Studies: Georgia Geographic Understandings

SS8G1	The student will describe Georgia with regard to physical features and location.
b.	Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.

Least complex  **Most complex**

Respond differentially to identify aspects of one or more geographic regions of Georgia. Communicate a response that identifies characteristics of the geographic regions of Georgia. Touch or manipulate materials that identify characteristics of the geographic regions of Georgia.	Identify a characteristic of the five geographic regions of Georgia (e.g., location in the state, land forms, plants or animals). Identify two or more characteristics of a single geographic region in Georgia.	Identify two characteristics within each of the five geographic regions of Georgia. Identify three or more characteristics of a single geographic region in Georgia.	Identify three characteristics within each of the five geographic regions of Georgia.
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Grade 8: Social Studies: Georgia Geographic Understandings

SS8G1	The student will describe Georgia with regard to physical features and location.
c.	Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.

Least complex

Most complex

Respond differentially to identify key physical features in Georgia. Communicate a response that identifies characteristics of key physical features of Georgia. Touch or manipulate materials that identify characteristics of key physical features of Georgia.	Locate two key physical features (e.g., Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands) on a map of Georgia. Identify the importance of a physical feature on the development of Georgia (e.g., the importance of rivers on the development of Georgia).	Locate three key physical features (e.g., Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands) on a map of Georgia. Identify the importance of two physical features on the development of Georgia (e.g., the importance of rivers and barrier islands on the development of Georgia).	Locate four key physical features (e.g., Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands) on a map of Georgia. Identify the importance of three physical features on the development of Georgia (e.g., the Fall Line, Appalachian Mountains, and barrier islands).
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Grade 8: Social Studies: Georgia Economic Understandings

SS8E5	The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.		
Least complex			

Communicate a response to describe the cost or benefits of personal spending and saving choices.	Identify spending choices based on income and need.	Identify spending and saving choices based on income and wants vs. needs.	Identify how income can be earned to increase number of saving and spending choices. Identify saving and spending choices based on wants, needs, and future plans.
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