

# An Educator's Guide to Looks Like Daylight

Activity and Discussion Guide for Grades 7 through 10

Prepared by We Love Children's Books

## About the Book

Deborah Ellis, author of the critically-acclaimed Breadwinner books, spent two years traveling across the United States and Canada interviewing Native children aged nine to eighteen. Their stories run the gamut — some heartbreaking; many others full of pride and hope.

Deborah briefly introduces each child and then steps back, letting the kids speak directly to the reader, talking about their daily lives, about the things that interest them and about how being Native has affected who they are and how they see the world.

## About the Author

**Deborah Ellis** says her books reflect “the heroism of people around the world who are struggling for decent lives, and how they try to remain kind in spite of it.” Whether she is writing about families living under Taliban rule in Afghanistan, street children in Pakistan, the coca protests in Bolivia, or the lives of military children, she is, as Kirkus attests, “an important voice of moral and social conscience.” She is best known for her Breadwinner series, set in Afghanistan and Pakistan — a series that has been published in twenty-five languages, with more than one million dollars in royalties donated to Canadian Women for Women in Afghanistan and Street Kids International. She lives in Simcoe, Ontario.

The Foreword is written by **Loriene Roy, Ph.D.**, a member of the Minnesota Chippewa Tribe and a former president of the American Library Association. She is a professor at the University of Texas at Austin and is the founder and director of If I Can Read, I Can Do Anything, a national reading club for American Indian students.

## Praise

“Unsettling and sad, humorous and inspiring, these collected stories are a testament to the remarkable resilience these children marshal in the face of significant challenges.” – *Publishers Weekly*

“Important and provocative, this is a good choice for . . . a contemporary, youthful perspective on issues affecting indigenous people in North America.” – *School Library Journal*

“Despite all odds, these young people envision viable futures for their tribes. They want readers to know that after centuries of persecution, they are still here.” – *VOYA*

## Pre-Reading Questions

This book is about contemporary Indigenous young people, aged nine to eighteen. Ask students:

- What do you know about Native American or First Nation culture?
- Are there Indigenous communities in your area?
- What difficulties do you think Native teens face today?

## Post-Reading Discussion Questions and Activities

### Vocabulary

As students read *Looks Like Daylight*, have them keep an eye out for words or phrases that are unfamiliar, or used in an interesting way — some of which might be names and terms from other languages. Instruct students to keep a list of words and phrases they do not know. Have them derive the meaning of the word or phrase from context. Then have them consult reference materials to identify the dictionary meaning, the part of speech and the etymology of the word or phrase.

### Looks Like Daylight

As a class have students discuss the title of the book. Why do they think it is called *Looks Like Daylight*? Have students cite textual evidence from the book to support their ideas.

### A Picture's Worth a Thousand Words

Each interview in this book is accompanied by a black-and-white photograph of the subject. As a class review the portraits. Why do you think the photos were included? What does the image communicate about the person that the text does not? Why did the author choose to use black-and-white images? Have students each select one of the interviews for closer study. Does the photograph look the way the student had expected the subject to look based on the text? Why or why not?

### Point of View

*Looks Like Daylight* is written in the first person. It is a series of interviews given by Native youth in which they discuss the realities of their lives, and how they respond to the adversities they encounter. As a class, discuss the pros and cons of this approach. Does having someone tell their own story change the way that story is told? What other way could these stories have been presented? Would they have been as effective if done in another way?

## What's Important?

Have each student write down three prominent themes of this book. These themes can be challenges faced by the Native youth, solutions they find or optimism they share. Identify the passages that express each theme. Do the subjects all feel the same way about this theme? Have students cite specific evidence from the text to support their analysis. Collect and collate the responses. Come together as a class to discuss these different themes. Which emerged as major themes, and which emerged as minor ones?

## The Kids are Alright

*Looks Like Daylight* deals with a wide variety of problems facing Native youth. Some examples are alcohol abuse, prejudice/discrimination and suicide. Come together as a class and list the issues described in this book. Have each student select one of the issues as the subject for research. Identify one or more of the subjects from the book facing this problem. Compare and contrast the experiences as described in the text with the results of the research. Is the condition as described in the text consistent with the research? Might there be other factors impacting the subjects' circumstances as well? How are the subjects in the book coping with the problem? Have students review their paper with peers and revise as necessary. Compile finished pieces into a single electronic or bound document.

## You are Not Alone

Have students select one of the interview subjects. They are to imagine that they are "pen pals," and have been corresponding for some time. The passage from the book is the most recent letter the student has received. Have the student compose a reply. The students' responses should include a summary of the passage, and should cite specific excerpts from the text to which the student is responding. Have them consider the following questions: What advice would you give? Do you have any experiences to share, or perspective to provide from your own cultural and ethnic background? Do you think the subject is dealing with the situation well?

## Three of a Kind

Have students select three passages from the book for closer examination. Students will be analyzing the structure of the passage, how information is organized and the main messages or themes. For each passage, have students create an outline of the facts about the subject's life and circumstances as communicated in the text. Include family members mentioned, places where the individual has lived and significant events. Also include subjects' interests and ambitions, their strengths and weaknesses and their overall view of life. Compare and contrast the events in the lives of these three subjects, their responses to them, and how they look to the future. Have students pay particular attention to the words, sentences and phrases the subject uses and how these elements communicate the subject's message. What response is the author trying to elicit? Do students think these passages sound formal or informal? How much work do they think (writing, revising, editing) went into creating these passages?

## The Children of the Past, the Children of the Present

Many of the subjects discuss their relationship with history. They feel trapped in a dialogue with the past, as if the things that happened to their ancestors are part of themselves. Working independently, have students identify two historical events that are still affecting Native youths in this book and do research so they can speak informatively on their topics. Break students into small groups to discuss their findings. Instruct them to address how the subjects' attitudes towards the past can be a strength, and how they can be a weakness. Do the students themselves feel the same way about their own history? Come together as a class to make a chart of the significant historical events and discuss their ramifications.

## Accentuate the Positive

Despite the hardships they face, there is a persistent optimism in most of these stories. Have students write an essay discussing at least three optimistic expressions, accomplishments or positive attitudes that stood out in the course of reading the text. These positive things could be winning a science fair competition, or continuing a family tradition of wood carving or even just feeling like things are going to get better. Why do students feel a particular passage struck a chord with them? Have students cite the text to support their analysis. Work with peers to review and revise their work before turning in.

## Traditional Ways

These interviews provide a window into the traditions of various Indigenous cultures as they are expressed and lived today. These traditions, like the traditions of all people, do not exist in a vacuum. They are growing, living parts of the community. Have students choose and present one tradition or set of traditions from the text to the rest of the class. Have students include citations from the text to describe the tradition in detail. Their presentations should include additional research from the Internet or library, and incorporate audio and visual elements to clarify, emphasize and add interest.

They may also address issues such as:

- The reality of this tradition as portrayed in this text compared to the student's previous impressions
- A discussion of misconceptions of the tradition as seen in popular culture
- How this tradition is responding to the pressures of modern society and mainstream pop culture
- Differing attitudes from the subjects in this book about the tradition
- Analogous traditions in the student's own culture or community

## Internet Resources

*Looks Like Daylight* includes an extensive list of Internet sites to explore for more information. Here are a few additional places of interest.

### Deborah Ellis

This is the official website for award-winning author, feminist and a peace activist Deborah Ellis.

<http://deborahellis.com/>

### American Indians in Children's Literature (AICL)

Established in 2006, AICL provides critical perspectives and analysis of indigenous peoples in children's and young adult books, the school curriculum, popular culture, and society.

<http://americanindiansinchildrensliterature.net/>

### Resources and Kid Lit About American Indians | Focus On

A School Library Journal article discussing literature that accurately reflects the lives of American Indians so that readers will be better informed and make truly meaningful connections.

<http://www.slj.com/2013/11/collection-development/focus-on-collection-development/resources-and-kid-lit-about-american-indians-focus-on/#>

### Native Languages of the Americas

A compendium of online materials about more than a thousand Native American tribes of the Western Hemisphere and the indigenous languages they speak.

<http://www.native-languages.org/languages.htm>

All royalties from the sale of this book will go to the First Nations Child and Family Caring Society of Canada, which supports and advocates for Indigenous youth, including those in foster care. Their vision is a generation of First Nation children who have the same opportunities to succeed, celebrate their culture and be as proud of who they are as any other children in Canada.

## SKILLS AND SUBJECTS USED IN THIS GUIDE

### Reading – Grade 7

#### *Key Ideas and Details*

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

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.

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).

#### *Craft and Structure*

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

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.

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

#### *Integration of Knowledge and Ideas*

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

### Writing – Grade 7

#### *Text Types and Purposes*

Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

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

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
- Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events

### *Production and Distribution of Writing*

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

*Research to Build and Present Knowledge*

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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.

*Range of Writing*

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**Speaking and Listening – Grade 7***Comprehension and Collaboration*

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.

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

*Presentation of Knowledge and Ideas*

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**Language – Grade 7***Conventions of Standard English*

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of phrases and clauses in general and their function in specific sentences.



Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- Use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie” but not “He wore an old[,] green shirt”).
- Spell correctly.

### *Knowledge of Language*

- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### *Vocabulary Acquisition and Use*

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Reading – Grade 8**

### *Key Ideas and Details*

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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.

Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).

### *Craft and Structure*

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

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.

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

### *Integration of Knowledge and Ideas*

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.

## **Writing – Grade 8**

### *Text Types and Purposes*

Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.

- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.
- 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.
- Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### *Production and Distribution of Writing*

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

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.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

#### *Research to Build and Present Knowledge*

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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.

*Range of Writing*

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**Speaking and Listening – Grade 8***Comprehension and Collaboration*

Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly.

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

*Presentation of Knowledge and Ideas*

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.

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**Language Standards – Grade 8***Conventions of Standard English*

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.

Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

### *Knowledge of Language*

Use knowledge of language and its conventions when writing, speaking, reading or listening.

- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

### *Vocabulary Acquisition and Use*

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Reading – Grades 9-10**

### *Key Ideas and Details*

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

*Craft and Structure*

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text (e.g., a section or chapter).

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Writing – Grades 9-10***Text Types and Purposes*

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

- Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.

- Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

#### *Production and Distribution of Writing*

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### *Research to Build and Present Knowledge*

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

### *Range of Writing*

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Speaking and Listening – Grades 9-10**

### *Comprehension and Collaboration*

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9–10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.

## **Language – Grades 9-10**

### *Conventions of Standard English*

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use parallel structure.



- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.
- Spell correctly.

### *Knowledge of Language*

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

## **Language – Grades 9-10**

### *Vocabulary Acquisition and Use*

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- 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, its part of speech, or its etymology.
- 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).

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## HISTORY

### Reading, Literacy in History – Grades 6-8

#### *Key Ideas and Details*

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### *Craft and Structure*

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Describe how a text presents information (e.g., sequentially, comparatively, causally).

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### *Integration of Knowledge and Ideas*

Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.

Distinguish among fact, opinion and reasoned judgment in a text.

Analyze the relationship between a primary and secondary source on the same topic.

### Writing, Literacy in History/Social Studies, Science, and Technical Subjects – Grades 6-8

#### *Text Types and Purposes*

Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

*Research to Build and Present Knowledge*

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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.

Draw evidence from informational texts to support analysis reflection and research.

**Reading, Literacy in History – Grade 9-10***Key Ideas and Details*

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

*Craft and Structure*

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social studies.

*Integration of Knowledge and Ideas*

Compare and contrast treatments of the same topic in several primary and secondary sources.

**Writing, Literacy in History/Social Studies, Science and Technical Subjects – Grade 9-10***Text Types and Purposes*

Write arguments focused on discipline-specific content.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

*Research to Build and Present Knowledge*

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection and research.

