# Main Criteria: Ancient History-Based Writing Lessons

Secondary Criteria: Indiana Academic Standards

Subject: Language Arts

**Grades:** 6, 7, 8

#### **Ancient History-Based Writing Lessons**

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

#### **Indiana Academic Standards**

		Grade 6 - Adopted: 2023
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

		Grade <b>7</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	7.RC.1.	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
INDICATOR / STANDARD	7.RC.6.	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).
INDICATOR / STANDARD	7.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.

STRAND		Grade / English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	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.

Grade 7 English/Language Arts

STANDARD /

## **Indiana Academic Standards**

**Language Arts** 

Grade 8 - Adopted: 2023

STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

8.W.5.f. Present information, choosing from a variety of formats. (E)

EXPECTATION / INDICATOR

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STRAND	

## O / Grade 8 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.
INDICATOR / STANDARD	8.CC.7.	Develop engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.

## Lesson 02: Unit 2 Writing from Notes, p. 7-26

### **Indiana Academic Standards**

		Language / 110
		Grade <b>6</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)

INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.

		Language Arts
		Grade <b>7</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	7.RC.1.	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
INDICATOR / STANDARD	7.RC.6.	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).
INDICATOR / STANDARD	7.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

STANDARD / STRAND  STANDARD / STRAND  Grade 7 English/Language Arts  Writing — Learning Outcome: Students compose writing and presentations for various genes which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / 7.W.3. Write narrative compositions in a variety of forms that:  STANDARD / T.W.3. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  STANDARD / STRAND  Grade 7 English/Language Arts  Writing — Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  NDICATOR / T.W.4. Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  EXPECTATION / T.W.4. Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  EXPECTATION / T.W.4. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, by a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  STANDARD / Grade 7 English/Language Arts  STANDARD / Writing — Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  NDICATOR / T.W.5. Conduct research processes.  STANDARD / T.W.5. Conduct research assignments and tasks to build knowledge about the research processes and the topic under study.  EXPECTATION / T.W.5. Conduct research assignments and tasks to build knowledge about the research processes.  STANDARD / STANDARD / Grade 7 English/Language Arts  STANDARD / Grade 7 English/Language Arts  Communication and Collaboration — Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evid			
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genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD 7.W.4. Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  EXPECTATION / T.W.4. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, by a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / T.W.5. Conduct research assignments and tasks to build knowledge about the research processes.  INDICATOR / T.W.5. Quote or paraphrase the information and conclusions of others.  EXPECTATION / INDICATOR  T.W.5. Avoid plagiarism and follow a standard format for citation.  EXPECTATION / T.W.5. Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence the drive and demonstrate their thoughts.  INDICATOR / T.C.1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and expressing personal ideas clearly. (E)			Grade 7 English/Language Arts
Argumentative, informative, and narrative:  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, by a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / 7.W.5. Conduct research processes.  INDICATOR / STANDARD / T.W.5. Quote or paraphrase the information and conclusions of others.  INDICATOR / 7.W.5. Avoid plagiarism and follow a standard format for citation.  EXPECTATION / INDICATOR  STANDARD / STRAND  STANDARD / STANDARD / STANDARD / STATEMENT / SUBSTRAND  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  INDICATOR / 7.C.1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)	STATEMENT /		
INDICATOR  new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD / T.W.5.  Conduct research assignments and tasks to build knowledge about the research process and the topic under study.  EXPECTATION / INDICATOR  T.W.5.d. Quote or paraphrase the information and conclusions of others.  EXPECTATION / INDICATOR  STANDARD / STRAND  Grade 7 English/Language Arts  Communication and follow a standard format for citation.  BY A Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  INDICATOR / T.C.1.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)		7.W.4.	
PROFICIENCY STATEMENT / SUBSTRAND  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD  7.W.5. Conduct research assignments and tasks to build knowledge about the research process and the topic under study.  EXPECTATION / INDICATOR  7.W.5.d. Quote or paraphrase the information and conclusions of others.  EXPECTATION / INDICATOR  7.W.5.e. Avoid plagiarism and follow a standard format for citation.  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  INDICATOR / 7.C.C.1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)		7.W.4.a.	new approach, and edit to produce and strengthen writing that is clear and coherent with some
STATEMENT   genres which demonstrate a command of English grammar and usage through the writing and research processes.   INDICATOR   T.W.5.   Conduct research assignments and tasks to build knowledge about the research process and the topic under study.   EXPECTATION   T.W.5.d.   Quote or paraphrase the information and conclusions of others.   EXPECTATION   T.W.5.e.   Avoid plagiarism and follow a standard format for citation.   STANDARD   Grade 7 English/Language Arts   Communication and Collaboration - Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.   INDICATOR   T.C.1.   Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)			Grade 7 English/Language Arts
EXPECTATION / INDICATOR  7.W.5.d. Quote or paraphrase the information and conclusions of others.  EXPECTATION / INDICATOR  7.W.5.e. Avoid plagiarism and follow a standard format for citation.  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  INDICATOR / STANDARD  7.CC.1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)	STATEMENT /		
EXPECTATION / INDICATOR  To standard formation and follow a standard formation.  To standard / Standard / Standard formation - Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  To standard / Stand		7.W.5.	
STANDARD / Grade 7 English/Language Arts  PROFICIENCY STATEMENT / SUBSTRAND  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  INDICATOR / STANDARD  7.CC.1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)		7.W.5.d.	Quote or paraphrase the information and conclusions of others.
PROFICIENCY STATEMENT / SUBSTRAND  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  7.CC.1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)		7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
Ilistening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  INDICATOR / STANDARD  7.CC.1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)			Grade 7 English/Language Arts
STANDARD teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)	STATEMENT /		listening, discussing, and presenting ideas using text and other sources of evidence to
INDICATOR / 7 CC 2 Pose questions that elicit elaboration and respond to others' questions and comments with		7.CC.1.	teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and
STANDARD relevant observations and ideas that bring the discussion back on topic as needed. (E)	INDICATOR / STANDARD	7.CC.2.	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. (E)

INDICATOR / STANDARD 7.CC.6.

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.

## **Indiana Academic Standards**

Grade 8 - Adopted: 2023			
STANDARD / STRAND		Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)	
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.	
STANDARD / STRAND		Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:	
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.	
STANDARD / STRAND		Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:	
EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.	
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.	

STRAND		
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR /	8.W.5.	Conduct research assignments and tasks to build knowledge about the research
STANDARD	0.00.5.	process and the topic under study.
	8.W.5.d.	
ST ANDARD  EXPECTATION /		process and the topic under study.
EXPECTATION / INDICATOR  EXPECTATION /	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  STANDARD /	8.W.5.d.	Quote or paraphrase the information and conclusions of others.  Avoid plagiarism and follow a standard format for citation.
EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  STANDARD / STANDARD / STRAND	8.W.5.d.	Quote or paraphrase the information and conclusions of others.  Avoid plagiarism and follow a standard format for citation.  Grade 8 English/Language Arts  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual
EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND	8.W.5.d. 8.W.5.e.	Quote or paraphrase the information and conclusions of others.  Avoid plagiarism and follow a standard format for citation.  Grade 8 English/Language Arts  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and

Grade 8 English/Language Arts

STANDARD /

		Grade 6 - Adopted: 2023
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts

INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
STANDARD / STRAND		Grade 6 English/Language Arts
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
STANDARD / STRAND		Grade 6 English/Language Arts
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

Grade <b>7</b> - Adopted: <b>2023</b>			
STANDARD / STRAND		Grade 7 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
INDICATOR / STANDARD	7.RC.1.	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)	

INDICATOR / STANDARD  INDICATOR / STANDARD  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD / STANDARD / STANDARD / INDICATOR  STANDARD / STANDARD / STANDARD / STANDARD / INDICATOR / STANDARD / STANDARD / STANDARD / INDICATOR / STANDARD / INDICATOR / STANDARD / INDICATOR / INDIC	7.W.1. 7.W.1.c.	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).  Use context to determine or clarify the meaning of words and phrases.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write arguments in a variety of forms that:  Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD /	7.W.1.	Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write arguments in a variety of forms that:  Establish and maintain a consistent style and tone appropriate for the purpose and audience.
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write arguments in a variety of forms that:  Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR		genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write arguments in a variety of forms that:  Establish and maintain a consistent style and tone appropriate for the purpose and audience.
EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR		Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR	7.W.1.c.	
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR		
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR		Grade 7 English/Language Arts
EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  EXPECTATION /		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
EXPECTATION / INDICATOR  EXPECTATION /	7.W.2.	Write informative compositions in a variety of forms that:
INDICATOR  EXPECTATION /	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	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.
		Indiana Academic Standards

Grade 8 - Adopted: 2023			
STANDARD / STRAND		Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)	

INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

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

## **Indiana Academic Standards**

Grade <b>6</b> - Adopted: <b>2023</b>			
STANDARD / STRAND		Grade 6 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)	
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.	

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# Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

		Grade <b>7</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	7.RC.1.	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
INDICATOR / STANDARD	7.RC.6.	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).
INDICATOR / STANDARD	7.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.

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## D / Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
	7.W.3. 7.W.3.c.	Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
ST ANDARD  EXPECTATION /		Use narrative techniques, such as dialogue, pacing, and description, to develop experiences,
EXPECTATION / INDICATOR  ST ANDARD /		Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT /		Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR /	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to
EXPECTATION / INDICATOR  ST ANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION /	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some
EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD /	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT /	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the

EXPECTATION / INDICATOR	7.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Use appropriate eye contact, adequate volume, and clear pronunciation.

		Language Arts	
Grade 8 - Adopted: 2023			
STANDARD / STRAND		Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)	
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.	
STANDARD / STRAND		Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:	
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.	
STANDARD / STRAND		Grade 8 English/Language Arts	

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.

EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

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

## **Indiana Academic Standards**

		Grade <b>6</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.4.	Compare and contrast works of literature 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.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION /	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
INDICATOR	0.00.2.1.	Establish and maintain a whiling style appropriate to the purpose and addience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
PROFICIENCY STATEMENT /	6.W.4.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
PROFICIENCY STATEMENT / SUBSTRAND	<b>6.W.4</b> . 6.W.4.a.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STANDARD / STRAND  PROFICIENCY STATEMENT /		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 6 English/Language Arts  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND	6.W.4.a.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 6 English/Language Arts  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and

INDICATOR / STANDARD 6.CC.6.

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.

## **Indiana Academic Standards**

Language Arts			
		Grade <b>7</b> - Adopted: <b>2023</b>	
STANDARD / STRAND		Grade 7 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
INDICATOR / STANDARD	7.RC.1.	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)	
INDICATOR / STANDARD	7.RC.2.	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)	
INDICATOR / STANDARD	7.RC.3.	Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E)	
INDICATOR / STANDARD	7.RC.6.	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).	
INDICATOR / STANDARD	7.RC.10.	Use context to determine or clarify the meaning of words and phrases.	
STANDARD / STRAND		Grade 7 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:	
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.	
STANDARD / STRAND		Grade 7 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:	
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.	
STANDARD /		Grade 7 English/Language Arts	

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / INDICATOR	7.W.3.e.	Provide an ending that follows and reflects on the narrated experiences or events. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)

INDICATOR / STANDARD 7.CC.6.

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.

## **Indiana Academic Standards**

Grade <b>8</b> - Adopted: <b>2023</b>			
STANDARD / STRAND		Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)	
INDICATOR / STANDARD	8.RC.2.	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)	
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.	
STANDARD / STRAND		Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:	
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.	
STANDARD / STRAND		Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:	
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.	
STANDARD / STRAND		Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:	

EXPECTATION / INDICATOR	8.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / INDICATOR	8.W.3.e.	Provide an ending that follows and reflects on the narrated experiences or events. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

		Grade <b>6</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.4.	Compare and contrast works of literature 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.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.
		Indiana Academic Standards

Grade <b>7</b> - Adopted: <b>2023</b>			
STANDARD / STRAND		Grade 7 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
INDICATOR / STANDARD	7.RC.1.	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)	
INDICATOR / STANDARD	7.RC.2.	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)	
INDICATOR / STANDARD	7.RC.3.	Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E)	

INDICATOR / STANDARD	7.RC.6.	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).
INDICATOR / STANDARD	7.RC.10.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	7.RC.11.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / INDICATOR	7.W.3.e.	Provide an ending that follows and reflects on the narrated experiences or events. (E)
STANDARD / STRAND		Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
		Grade 7 English/Language Arts  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
PROFICIENCY STATEMENT /	7.CC.1.	Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to
PROFICIENCY STATEMENT / SUBSTRAND	7.CC.1. 7.CC.2.	Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and

Grade 8 - Adopted: 2023			
STANDARD / STRAND		Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)	
INDICATOR / STANDARD	8.RC.2.	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)	

INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / INDICATOR	8.W.3.e.	Provide an ending that follows and reflects on the narrated experiences or events. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
		Grade 8 English/Language Arts  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
PROFICIENCY STATEMENT /	8.CC.1.	Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual
PROFICIENCY STATEMENT / SUBSTRAND	8.CC.1.	Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and

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## **Indiana Academic Standards**

		Grade 6 - Adopted: 2023
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.4.	Compare and contrast works of literature 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.

INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.

INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.

## Language Arts

		Grade <b>7</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	7.RC.1.	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
INDICATOR / STANDARD	7.RC.2.	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)
INDICATOR / STANDARD	7.RC.3.	Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E)
INDICATOR / STANDARD	7.RC.6.	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).
INDICATOR / STANDARD	7.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.

Grade 7 English/Language Arts

STANDARD /

STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / INDICATOR	7.W.3.e.	Provide an ending that follows and reflects on the narrated experiences or events. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY		Writing – Learning Outcome: Students compose writing and presentations for various
STATEMENT / SUBSTRAND		genres which demonstrate a command of English grammar and usage through the writing and research processes.
STATEMENT /	7.W.4.	
STATEMENT / SUBSTRAND INDICATOR /	7.W.4. 7.W.4.a.	writing and research processes.  Apply the writing process to all formal writing including but not limited to
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION /		writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD /		writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT /		writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR /	7.W.4.a.	writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Conduct research assignments and tasks to build knowledge about the research

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	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.

Grade 8 - Adopted: 2023		
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
INDICATOR / STANDARD	8.RC.2.	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:

EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / INDICATOR	8.W.3.e.	Provide an ending that follows and reflects on the narrated experiences or events. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

## Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-80

**Indiana Academic Standards** 

# Language Arts

#### Grade 6 - Adopted: 2023 STANDARD / Grade 6 English/Language Arts **STRAND PROFICIENCY** Reading Comprehension - Learning Outcome: Students analyze the author's technique, STATEMENT / structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction SUBSTRAND text, using textual evidence to support analysis. INDICATOR / 6.RC.1. Analyze what a text says explicitly as well as draw inferences from the text through citing textual STANDARD evidence. (E) 6.RC.3. INDICATOR / Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E) **STANDARD** INDICATOR / 6.RC.4. Compare and contrast works of literature in different forms or genres (e.g., stories and poems, STANDARD historical novels, and fantasy stories ) in terms of their approaches to similar themes and topics. INDICATOR / 6.RC.6. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a **STANDARD** text (e.g., through examples or anecdotes). INDICATOR / 6.RC.10. Use context to determine or clarify the meaning of words and phrases. STANDARD STANDARD / Grade 6 English/Language Arts **STRAND PROFICIENCY** Writing - Learning Outcome: Students compose writing and presentations for various

writing and research processes.

genres which demonstrate a command of English grammar and usage through the

STATEMENT /

SUBSTRAND

INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION /	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
INDICATOR	0.00.2.1.	Establish and maintain a whiling style appropriate to the purpose and addience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
PROFICIENCY STATEMENT /	6.W.4.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
PROFICIENCY STATEMENT / SUBSTRAND	<b>6.W.4</b> . 6.W.4.a.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STANDARD / STRAND  PROFICIENCY STATEMENT /		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 6 English/Language Arts  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND	6.W.4.a.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 6 English/Language Arts  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and

INDICATOR / STANDARD 6.CC.6.

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.

## **Indiana Academic Standards**

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		Grade <b>7</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	7.RC.1.	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
INDICATOR / STANDARD	7.RC.2.	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)
INDICATOR / STANDARD	7.RC.3.	Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E)
INDICATOR / STANDARD	7.RC.6.	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).
INDICATOR / STANDARD	7.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / INDICATOR	7.W.3.e.	Provide an ending that follows and reflects on the narrated experiences or events. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	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.

		Grade 8 - Adopted: 2023
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
INDICATOR / STANDARD	8.RC.2.	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:

EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / INDICATOR	8.W.3.e.	Provide an ending that follows and reflects on the narrated experiences or events. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
STATEMENT /	8.W.4.	genres which demonstrate a command of English grammar and usage through the
STATEMENT / SUBSTRAND INDICATOR /	8.W.4. 8.W.4.a.	genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION /		genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD /		genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT /		genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 8 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR /	8.W.4.a.	genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 8 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Conduct research assignments and tasks to build knowledge about the research
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION /	8.W.4.a. 8.W.5.	genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 8 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / INDICATOR / INDICATOR  STANDARD / INDICATOR	8.W.4.a. 8.W.5.	genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 8 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Conduct research assignments and tasks to build knowledge about the research process and the topic under study.  Avoid plagiarism and follow a standard format for citation.

INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

## Lesson 09: Unit 4 Summarizing a Reference, p. 81-88

## **Indiana Academic Standards**

Language 71110			
Grade <b>6</b> - Adopted: <b>2023</b>			
STANDARD / STRAND		Grade 6 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)	
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.	
STANDARD / STRAND		Grade 6 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:	
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.	
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.	
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.	
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)	

STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

		Grade <b>7</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	7.RC.1.	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
INDICATOR / STANDARD	7.RC.6.	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).
INDICATOR / STANDARD	7.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)

STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.

INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Use appropriate eye contact, adequate volume, and clear pronunciation.

Language Arts			
Grade 8 - Adopted: 2023			
STANDARD / STRAND		Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)	
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.	
STANDARD / STRAND		Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:	
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.	
STANDARD / STRAND		Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:	
EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.	
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	

EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

## Lesson 10: Unit 4 Summarizing a Reference, p. 89-96

## **Indiana Academic Standards**

		Grade 6 - Adopted: 2023
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.

#### **Language Arts**

Grade **7** - Adopted: **2023** 

STANDARD / STRAND

Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	7.RC.1.	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
INDICATOR / STANDARD	7.RC.6.	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).
INDICATOR / STANDARD	7.RC.10.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	7.RC.11.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
		Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
PROFICIENCY STATEMENT /	7.W.2.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
PROFICIENCY STATEMENT / SUBSTRAND	<b>7.W.2.</b> 7.W.2.a.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write informative compositions in a variety of forms that:  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR	7.W.2.a.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write informative compositions in a variety of forms that:  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR	7.W.2.a. 7.W.2.b.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write informative compositions in a variety of forms that:  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.  Use appropriate transitions to create cohesion and clarify the relationships among ideas and
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR	7.W.2.a. 7.W.2.b.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write informative compositions in a variety of forms that:  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.  Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.

INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Use appropriate eye contact, adequate volume, and clear pronunciation.

		Language Arts
		Grade <b>8</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)

INDICATOR / STANDARD 8.CC.6.

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.

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

#### **Indiana Academic Standards**

Grade <b>6</b> - Adopted: <b>2023</b>		
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:

EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.
Indiana Academic Standards		
Language Arts		
		Grade <b>7</b> - Adopted: <b>2023</b>
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Grade <b>7</b> - Adopted: <b>2023</b>		
STANDARD / STRAND	Grade 7 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND	Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	

INDICATOR / 7.RC.1. Analyze what a text says explicitly as well as draw inferences through clining several pieces of textual evidence. (E)  INDICATOR / 7.RC.6. 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 everts).  INDICATOR / 7.RC.10. Use context to determine or clarify the meaning of words and phrases.  STANDARD / STRAND  PROFICIENCY STATEMENT / Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / 7.W.1. Write arguments in a variety of forms that:  STANDARD / STRAND  Grade 7 English/Language Arts  STANDARD / Writing – Learning Outcome: Students compose writing and presentations for various grants and usage through the writing and research processes.  INDICATOR / 7.W.1. Writing – Learning Outcome: Students compose writing and presentations for various grants which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / 7.W.2. Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / 7.W.2. Write informative compositions in a variety of forms that:  EXPECTATION / 7.W.2. Intended to the processes of the purpose and suspections of the purpose and usage through the writing and research processes.  EXPECTATION / 7.W.2. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  EXPECTATION / 7.W.2. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  EXPECTATION / 7.W.2. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  EXPECTATION / 7.W.2. Use appropriate transitions to create cohesion and clarify the relationsh			
INDICATOR / STANDARD / T.W.1. Use context to determine or clarify the meaning of words and phrases.  STANDARD / STRAND /		7.RC.1.	
STANDARD / STRAND  STANDARD / STRAND  Grade 7 English/Language Arts  Writing — Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD / STANDARD / STRAND  Grade 7 English/Language Arts  STANDARD / STRAND  Grade 7 English/Language Arts  STANDARD / STRAND  PROFICIENCY STATEMENT / STRAND  Writing — Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Writing — Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / NDICATOR / NOICATOR / NOICA		7.RC.6.	
PROFICIENCY STATEMENT / SUBSTRAND  Writing - Learning Outcome: Students compose writing and presentations for various generes which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD / ST		7.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STATEMENT   genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR   7.W.1. Write arguments in a variety of forms that:  EXPECTATION / INDICATOR   7.W.1.c. Establish and maintain a consistent style and tone appropriate for the purpose and audience.  INDICATOR   7.W.1.c.			Grade 7 English/Language Arts
EXPECTATION / INDICATOR  STANDARD / STRAND  TWILC. Establish and maintain a consistent style and tone appropriate for the purpose and audience.  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD / T.W.2. Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD / T.W.2. Write informative compositions in a variety of forms that:  EXPECTATION / INDICATOR / T.W.2. Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information using strategies such as definition and classification; include formating (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  EXPECTATION / T.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.  EXPECTATION / T.W.2.c. Use appropriate transitions to create cohesion and clarity the relationships among ideas and concepts.  EXPECTATION / T.W.2.c. Establish and maintain a style appropriate for the purpose and audience.  INDICATOR T.W.2.c. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)  STANDARD / STRAND  Grade 7 English/Language Arts  TANDARD / T.W.2.f. Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / T.W.3. Write narrative compositions in a variety of forms that:	STATEMENT /		genres which demonstrate a command of English grammar and usage through the
STANDARD / SUBSTRAND / STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / SUBSTRAND / SUBSTRAND / Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.		7.W.1.	Write arguments in a variety of forms that:
PROFICIENCY STATEMENT / SUBSTRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  7.W.2. Write informative compositions in a variety of forms that:  EXPECTATION / INDICATOR / STANDARD  7.W.2. Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  7.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  7.W.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  EXPECTATION / INDICATOR  7.W.2.e. Establish and maintain a style appropriate for the purpose and audience.  EXPECTATION / INDICATOR  Frovide a concluding statement or section that follows and supports the information or explanation presented. (E)  STANDARD / STANDARD / STANDARD / Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / 7.W.3. Write narrative compositions in a variety of forms that:		7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  INDICATOR / STANDARD  INDICATOR / STANDARD  INDICATOR / STANDARD  INDICATOR / STANDARD / STRAND  INDICATOR / STANDARD / STRANDARD / S			Grade 7 English/Language Arts
EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  7.W.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  EXPECTATION / INDICATOR  7.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.  EXPECTATION / INDICATOR  7.W.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  EXPECTATION / INDICATOR  7.W.2.e. Establish and maintain a style appropriate for the purpose and audience.  EXPECTATION / INDICATOR  7.W.2.f. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)  STANDARD / STRAND  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:	STATEMENT /		genres which demonstrate a command of English grammar and usage through the
using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  EXPECTATION / INDICATOR  7.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.  EXPECTATION / INDICATOR  7.W.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  EXPECTATION / INDICATOR  7.W.2.e. Establish and maintain a style appropriate for the purpose and audience.  EXPECTATION / INDICATOR  7.W.2.f. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)  STANDARD / STANDARD / STRAND  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / 7.W.3. Write narrative compositions in a variety of forms that:		7.W.2.	Write informative compositions in a variety of forms that:
INDICATOR and examples from various sources and texts.  EXPECTATION / INDICATOR  7.W.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  EXPECTATION / INDICATOR  7.W.2.e. Establish and maintain a style appropriate for the purpose and audience.  EXPECTATION / INDICATOR  7.W.2.f. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD  7.W.3. Write narrative compositions in a variety of forms that:		7.W.2.a.	using strategies such as definition and classification; include formatting (e.g., headings), graphics
EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  7.W.2.e. Establish and maintain a style appropriate for the purpose and audience.  EXPECTATION / INDICATOR  7.W.2.f. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)  STANDARD / Grade 7 English/Language Arts  PROFICIENCY STATEMENT / SUBSTRAND  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD  7.W.3. Write narrative compositions in a variety of forms that:		7.W.2.b.	
EXPECTATION / INDICATOR 7.W.2.f. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)  STANDARD / STRAND  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD  7.W.3. Write narrative compositions in a variety of forms that:		7.W.2.c.	
STANDARD / Grade 7 English/Language Arts  PROFICIENCY STATEMENT / SUBSTRAND  Writing - Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD  7.W.3. Write narrative compositions in a variety of forms that:		7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
PROFICIENCY STATEMENT / SUBSTRAND  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD  7.W.3. Write narrative compositions in a variety of forms that:		7.W.2.f.	
STATEMENT / SUBSTRAND genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD  7.W.3. Write narrative compositions in a variety of forms that:			Grade 7 English/Language Arts
STANDARD	STATEMENT /		genres which demonstrate a command of English grammar and usage through the
EVERTATION ( TWO The constitute of the later of the l		7.W.3.	Write narrative compositions in a variety of forms that:
INDICATOR	EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	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.

		Grade <b>8</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY		
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
STATEMENT /	8.CC.1.	listening, discussing, and presenting ideas justified by sound reasoning and textual
STATEMENT / SUBSTRAND	8.CC.1.	listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and

Lesson 12: Unit 4 Summarizing a Reference, p. 197-118

## **Indiana Academic Standards**

**Language Arts** 

Grade **6** - Adopted: **2023** 

#### **Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.

EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.
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Grade <b>7</b> - Adopted: <b>2023</b>		
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	7.RC.1.	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
INDICATOR / STANDARD	7.RC.6.	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).
INDICATOR / STANDARD	7.RC.10.	Use context to determine or clarify the meaning of words and phrases.

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# D / Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:

EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)

INDICATOR / STANDARD 7.CC.6.

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.

## **Indiana Academic Standards**

Grade 8 - Adopted: 2023		
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.

STRAND		
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
	8.W.5.d.	
ST ANDARD  EXPECTATION /		process and the topic under study.
EXPECTATION / INDICATOR  EXPECTATION /	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  STANDARD /	8.W.5.d.	Quote or paraphrase the information and conclusions of others.  Avoid plagiarism and follow a standard format for citation.
EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  STANDARD / STANDARD / STRAND	8.W.5.d.	Quote or paraphrase the information and conclusions of others.  Avoid plagiarism and follow a standard format for citation.  Grade 8 English/Language Arts  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual
EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND	8.W.5.d. 8.W.5.e.	Process and the topic under study.  Quote or paraphrase the information and conclusions of others.  Avoid plagiarism and follow a standard format for citation.  Grade 8 English/Language Arts  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and

Grade 8 English/Language Arts

STANDARD /

Grade 6 - Adopted: 2023		
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.

EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.

Language Arts		
Grade <b>7</b> - Adopted: <b>2023</b>		
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / INDICATOR	7.W.3.e.	Provide an ending that follows and reflects on the narrated experiences or events. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Use appropriate eye contact, adequate volume, and clear pronunciation.

Language Arts		
		Grade <b>8</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / INDICATOR	8.W.3.e.	Provide an ending that follows and reflects on the narrated experiences or events. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)

INDICATOR / STANDARD

STRAND

8.CC.6.

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.

### Lesson 14: Unit 5 Writing from Pictures, p. 129-138

#### **Indiana Academic Standards**

		Language Arts
		Grade <b>6</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)
STANDARD /		Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.

Language Arts		
		Grade <b>7</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.

ST	ANDARD	
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#### Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / INDICATOR	7.W.3.e.	Provide an ending that follows and reflects on the narrated experiences or events. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)

interest, and style. (E)

ST	<b>ANDARD</b>	
ST	RAND	

INDICATOR

#### Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Use appropriate eye contact, adequate

### **Indiana Academic Standards**

volume, and clear pronunciation.

		Language Arts
		Grade <b>8</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION /	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.

#### STANDARD / STRAND

#### Grade 8 English/Language Arts

PROFICIENCY		Writing – Learning Outcome: Students compose writing and presentations for various
STATEMENT / SUBSTRAND		genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / INDICATOR	8.W.3.e.	Provide an ending that follows and reflects on the narrated experiences or events. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD /		Grade 8 English/Language Arts
STRAND		
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.

INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

### Lesson 15: Unit 5 Writing from Pictures, p. 139-146

### **Indiana Academic Standards**

Language Arts		
		Grade <b>6</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)

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#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR /	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that

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

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,

Writing - Learning Outcome: Students compose writing and presentations for various

genres which demonstrate a command of English grammar and usage through the

## INDICATOR /

STANDARD

STANDARD

STANDARD

PROFICIENCY

STATEMENT /

7.W.2.

SUBSTRAND

INDICATOR / STANDARD

### 6.CC.3.

#### INDICATOR / 6.CC.6.

reflection and paraphrasing. (E)

and clear pronunciation.

contribute to the topic, text, or issue under discussion. (E)

### **Indiana Academic Standards Language Arts**

Grade 7 - Adopted: 2023			
STANDARD / STRAND		Grade 7 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:	
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.	
STANDARD / STRAND		Grade 7 English/Language Arts	

Write informative compositions in a variety of forms that:

writing and research processes.

EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / INDICATOR	7.W.3.e.	Provide an ending that follows and reflects on the narrated experiences or events. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
		witting and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
	7.W.4. 7.W.4.a.	Apply the writing process to all formal writing including but not limited to
ST ANDARD  EXPECTATION /		Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some
EXPECTATION / INDICATOR  STANDARD /		Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT /		Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR /	7.W.4.a.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Conduct research assignments and tasks to build knowledge about the research
EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION /	7.W.4.a.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD /	7.W.4.a.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 7 English/Language Arts  Writing - Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Conduct research assignments and tasks to build knowledge about the research process and the topic under study.  Avoid plagiarism and follow a standard format for citation.
EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT /	7.W.4.a.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Conduct research assignments and tasks to build knowledge about the research process and the topic under study.  Avoid plagiarism and follow a standard format for citation.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the

EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD /		Grade 7 English/Language Arts
STRAND		
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
PROFICIENCY STATEMENT /	7.CC.1.	listening, discussing, and presenting ideas using text and other sources of evidence to
PROFICIENCY STATEMENT / SUBSTRAND	7.CC.1. 7.CC.2.	listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and

Language Arts			
Grade 8 - Adopted: 2023			
STANDARD / STRAND		Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:	
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.	
STANDARD / STRAND		Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:	

EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / INDICATOR	8.W.3.e.	Provide an ending that follows and reflects on the narrated experiences or events. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
STATEMENT /	8.W.4.	genres which demonstrate a command of English grammar and usage through the
STATEMENT / SUBSTRAND INDICATOR /	8.W.4. 8.W.4.a.	genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION /		genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD /		genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT /		genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 8 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR /	8.W.4.a.	genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 8 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Conduct research assignments and tasks to build knowledge about the research
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION /	8.W.4.a. 8.W.5.	genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 8 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / INDICATOR / INDICATOR  STANDARD / INDICATOR	8.W.4.a. 8.W.5.	genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 8 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Conduct research assignments and tasks to build knowledge about the research process and the topic under study.  Avoid plagiarism and follow a standard format for citation.

INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

### Lesson 16: Unit 6 Summarizing Multiple References, p. 147-156

### **Indiana Academic Standards**

Language Arts			
Grade 6 - Adopted: 2023			
STANDARD / STRAND		Grade 6 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)	
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.	
STANDARD / STRAND		Grade 6 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:	
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.	
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.	
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.	
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)	

STRAND		Grade & English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:	
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
STANDARD / STRAND		Grade 6 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.	
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.	
STANDARD / STRAND		Grade 6 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.	
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.	
EXPECTATION / INDICATOR	6.W.5.e.	Avoid plagiarism and provide basic bibliographic information for sources.	
STANDARD / STRAND		Grade 6 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.	
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)	
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)	
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)	
INDICATOR / STANDARD	6.CC.6.	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.

Grade 6 English/Language Arts

STANDARD /

		Grade <b>7</b> - Adopted: <b>2023</b>	
STANDARD / STRAND		Grade 7 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
INDICATOR / STANDARD	7.RC.1.	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)	
INDICATOR / STANDARD	7.RC.6.	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).	
INDICATOR / STANDARD	7.RC.10.	Use context to determine or clarify the meaning of words and phrases.	
STANDARD / STRAND		Grade 7 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:	
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.	
STANDARD / STRAND		Grade 7 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:	
EXPECTATION / INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.	
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	
EXPECTATION / INDICATOR	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.	
EXPECTATION / INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)	

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#### Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.b.	Gather relevant information from multiple sources, using search terms effectively and annotate sources.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Use appropriate eye contact, adequate volume, and clear pronunciation.

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		Grade 8 - Adopted: 2023
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:

EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

### Lesson 17: Unit 6 Summarizing Multiple References, p. 157-173

### **Indiana Academic Standards**

Grade 6 - Adopted: 2023		
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.9.	Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.

EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
EXPECTATION / INDICATOR	6.W.5.e.	Avoid plagiarism and provide basic bibliographic information for sources.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)

INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.

		Language Arts
		Grade <b>7</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	7.RC.1.	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
INDICATOR / STANDARD	7.RC.6.	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).
INDICATOR / STANDARD	7.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.b.	Gather relevant information from multiple sources, using search terms effectively and annotate sources.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)

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#### Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	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.

### **Indiana Academic Standards**

Grade 8 - Adopted: 2023		
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.

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#### Grade 8 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

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

### **Indiana Academic Standards**

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		Grade <b>6</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.9.	Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:

EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
EXPECTATION / INDICATOR	6.W.5.e.	Avoid plagiarism and provide basic bibliographic information for sources.
STANDARD / STRAND		Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.

Language Arts		
Grade <b>7</b> - Adopted: <b>2023</b>		
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	7.RC.1.	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
INDICATOR / STANDARD	7.RC.6.	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).
INDICATOR / STANDARD	7.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
	7.W.1.c.	
INDICATOR ST ANDARD /	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.

EXPECTATION / INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT /		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
SUBSTRAND		
SUBSTRAND INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR /	<b>7.W.5.</b> 7.W.5.b.	
INDICATOR / STANDARD		Gather relevant information from multiple sources, using search terms effectively and annotate

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Use appropriate eye contact, adequate volume, and clear pronunciation.

### **Language Arts**

		Grade <b>8</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 8 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
		Grade 8 English/Language Arts  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
STRAND  PROFICIENCY STATEMENT /	8.CC.1.	Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual

### Lesson 19: Unit 6 Summarizing Multiple References, p. 183-195

adequate volume, and clear pronunciation.

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,

INDICATOR /

STANDARD

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8.CC.6.

#### **Indiana Academic Standards**

Language Arts		
		Grade <b>6</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.9.	Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD /		Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT /		Writing – Learning Outcome: Students compose writing and presentations for various
SUBSTRAND		genres which demonstrate a command of English grammar and usage through the writing and research processes.
SUBSTRAND  INDICATOR / STANDARD	6.W.4.	genres which demonstrate a command of English grammar and usage through the
INDICATOR /	<b>6.W.4.</b> 6.W.4.a.	genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to
INDICATOR / STANDARD		genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some
INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD /		genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT /		genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 6 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the

EXPECTATION / INDICATOR	6.W.5.e.	Avoid plagiarism and provide basic bibliographic information for sources.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

		3.13.
		Grade <b>7</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	7.RC.1.	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
INDICATOR / STANDARD	7.RC.6.	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).
INDICATOR / STANDARD	7.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR I STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.

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## RD / Grade 7 English/Language Arts

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PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY		Writing – Learning Outcome: Students compose writing and presentations for various
STATEMENT / SUBSTRAND		genres which demonstrate a command of English grammar and usage through the writing and research processes.
STATEMENT /	7.W.3.	genres which demonstrate a command of English grammar and usage through the
STATEMENT / SUBSTRAND INDICATOR /	<b>7.W.3.</b> 7.W.3.c.	genres which demonstrate a command of English grammar and usage through the writing and research processes.
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION /		genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences,
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD /		genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT /		genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR /	7.W.3.c.	genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD	7.W.4.	genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD /	7.W.4.	genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

EXPECTATION / INDICATOR	7.W.5.b.	Gather relevant information from multiple sources, using search terms effectively and annotate sources.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	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.
		Indiana Academic Standards
		Language Arts
		Grade <b>8</b> - Adopted: <b>2023</b>

	Grade 8 - Adopted: 2023
STANDARD / STRAND	Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND	Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.

INDICATOR / STANDARD /			
STANDARD   STANDARD   Standard   Writing - Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  NDICATOR   8.W.1. Write arguments in a variety of forms that:  EXPECTATION / STANDARD   STANDARD   Standard maintain a consistent style and tone appropriate for the purpose and audience.  STANDARD   STANDARD   STANDARD   Grade 8 English Language Arts  STANDARD   Writing - Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR   S.W.2. Write informative compositions in a variety of forms that:  EXPECTATION   8.W.2. Introduce a topic clearly, previewing what is to follow organize ideas, concepts, and information into broader categories; include bromating (e.g., headings), graphics (e.g., chairs, tables), and multimedia when useful to add comprehension.  EXPECTATION   8.W.2.   Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and lexits.  EXPECTATION   8.W.2.   Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  EXPECTATION   8.W.2.   Establish and maintain a style appropriate for the purpose and audience.  EXPECTATION   S.W.2.   Establish and maintain a style appropriate for the purpose and audience.  EXPECTATION   S.W.2.   Establish and maintain a style appropriate for the purpose and audience.  EXPECTATION   S.W.2.   Establish and maintain a style appropriate for the purpose and audience.  EXPECTATION   S.W.2.   Establish and maintain a style appropriate for the purpose and audience.  EXPECTATION   S.W.3.   Writing _ Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  I		8.RC.1.	
PROFICIENCY STATEMENT / SUBSTRAND  EXPECTATION / INDICATOR / STANDARD / SUBSTRAND  STANDARD / STAND		8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
STATEMENT   genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR   8.W.1.   Write arguments in a variety of forms that:  EXPECTATION   8.W.1.d.   Establish and maintain a consistent style and tone appropriate for the purpose and audience.  STANDARD   STANDARD   STANDARD    STANDARD   Writing - Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR   8.W.2.   Write informative compositions in a variety of forms that:  EXPECTATION   8.W.2.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 multimodia when useful to aid comprehension.  EXPECTATION   8.W.2.b.   Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.  EXPECTATION   8.W.2.c.   Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  EXPECTATION   8.W.2.c.   Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  EXPECTATION   8.W.2.c.   Establish and maintain a style appropriate for the purpose and audience.  EXPECTATION   S.W.2.c.   Provide a concluding statement or section that follows and supports the information or explanation presented. (E)  STANDARD   Strandard   S.W.3.   Writing - Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  EXPECTATION   8.W.3.   Writing - Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.			Grade 8 English/Language Arts
EXPECTATION / INDICATOR  S.W.1.d. Establish and maintain a consistent style and tone appropriate for the purpose and audience.  STANDARD / STRAND  Grade 8 English/Language Arts  STATEMENT / SUBSTRAND  Writing - Learning Outcome: Students compose writing and presentations for various genes which demonstrate a command of English grammar and usage through the writing and research processes.  Write informative compositions in a variety of forms that:  EXPECTATION / INDICATOR  8.W.2.a. Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information into bioader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  EXPECTATION / INDICATOR  8.W.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.  EXPECTATION / INDICATOR  8.W.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  EXPECTATION / INDICATOR  8.W.2.e. Establish and maintain a style appropriate for the purpose and audience.  INDICATOR  STANDARD / Standard / Strambard / Writing – Learning Outcome: Students compose writing and presentations for various genes which demonstrate a command of English grammar and usage through the writing and research processes.  Writing – Learning Outcome: Students compose writing and presentations for various genes which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  EXPECTATION / S.W.3. Write narrative compositions in a variety of forms that:	STATEMENT /		genres which demonstrate a command of English grammar and usage through the
STANDARD / STRAND  STANDARD / STATEMENT / Grade 8 English/Language Arts  STANDARD / STATEMENT / STANDARD / STA		8.W.1.	Write arguments in a variety of forms that:
PROFICIENCY STATEMENT?   Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and presents processes.  INDICATOR   8.W.2.   Write informative compositions in a variety of forms that:  EXPECTATION / INDICATOR   8.W.2.a.   Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formating (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  EXPECTATION / INDICATOR   8.W.2.b.   Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.  EXPECTATION / INDICATOR   8.W.2.c.   Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  EXPECTATION / INDICATOR   8.W.2.c.   Establish and maintain a style appropriate for the purpose and audience.  EXPECTATION / INDICATOR   8.W.2.f.   Provide a concluding statement or section that follows and supports the information or explanation presented. (E)  STANDARD / Grade 8 English/Language Arts  EXPECTATION / S.W.3.   Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR   8.W.3.   Write narrative compositions in a variety of forms that:  EXPECTATION / S.W.3.   Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD  EXPECTATION / STANDARD  EXPECTATION / INDICATOR  B.W.2.a. Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  B.W.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.  EXPECTATION / INDICATOR  B.W.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  B.W.2.f. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)  STANDARD / Grade 8 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  EXPECTATION / SLW.3. Write narrative compositions in a variety of forms that:  EXPECTATION / SLW.3. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.			Grade 8 English/Language Arts
EXPECTATION / INDICATOR    8.W.2.a. Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  EXPECTATION / INDICATOR    8.W.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.  EXPECTATION / INDICATOR    8.W.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  EXPECTATION / INDICATOR    8.W.2.c. Establish and maintain a style appropriate for the purpose and audience.  EXPECTATION / INDICATOR    8.W.2.f. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)  STANDARD / STANDARD / STANDARD / Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR    8.W.3. Write narrative compositions in a variety of forms that:  EXPECTATION / 8.W.3.c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	STATEMENT /		genres which demonstrate a command of English grammar and usage through the
into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  EXPECTATION / INDICATOR 8.W.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.  EXPECTATION / INDICATOR 8.W.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  EXPECTATION / INDICATOR 8.W.2.f. Establish and maintain a style appropriate for the purpose and audience.  EXPECTATION / S.W.2.f. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)  STANDARD / Grade 8 English/Language Arts  EXPECTATION / STANDARD / Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / S.W.3.c. Use narrative compositions in a variety of forms that:  EXPECTATION / S.W.3.c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		8.W.2.	Write informative compositions in a variety of forms that:
INDICATOR information and examples from various sources and texts.  EXPECTATION / INDICATOR  8.W.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  EXPECTATION / INDICATOR  8.W.2.e. Establish and maintain a style appropriate for the purpose and audience.  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  8.W.2.f. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD / Write narrative compositions in a variety of forms that:  EXPECTATION / INDICATOR  8.W.3.c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  STANDARD / Grade 8 English/Language Arts		8.W.2.a.	into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and
INDICATOR  EXPECTATION / INDICATOR  8.W.2.e. Establish and maintain a style appropriate for the purpose and audience.  EXPECTATION / INDICATOR  8.W.2.f. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)  STANDARD / Grade 8 English/Language Arts  STANDARD / Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / S.W.3. Write narrative compositions in a variety of forms that:  EXPECTATION / INDICATOR  8.W.3.c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  STANDARD / Grade 8 English/Language Arts		8.W.2.b.	
EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  STANDARD / STAND  Grade 8 English/Language Arts  Writing - Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD  EXPECTATION / INDICATOR  8.W.3.		8.W.2.c.	, , , , ,
STANDARD / Grade 8 English/Language Arts  PROFICIENCY STATEMENT / SUBSTRAND  Writing - Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD  8.W.3. Write narrative compositions in a variety of forms that:  EXPECTATION / 8.W.3.c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  STANDARD / Grade 8 English/Language Arts		8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
PROFICIENCY STATEMENT / SUBSTRAND  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  INDICATOR / STANDARD  8.W.3.  Write narrative compositions in a variety of forms that:  EXPECTATION / INDICATOR  8.W.3.c.  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  STANDARD /  Grade 8 English/Language Arts		8.W.2.f.	
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD  STANDARD  Grade 8 English/Language Arts  genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.			Grade 8 English/Language Arts
EXPECTATION / 8.W.3.c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  STANDARD / Grade 8 English/Language Arts	STATEMENT /		genres which demonstrate a command of English grammar and usage through the
INDICATOR experiences, events, and/or characters.  STANDARD / Grade 8 English/Language Arts		8.W.3.	Write narrative compositions in a variety of forms that:
		8.W.3.c.	
			Grade 8 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

# Lesson 20: Unit 7 Inventive Writing, p. 195-202

## **Indiana Academic Standards**

Grade <b>6</b> - Adopted: <b>2023</b>		
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:

EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.

INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

		Grade <b>7</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)

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### Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
STATEMENT / SUBSTRAND		writing and research processes.

EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Use appropriate eye contact, adequate volume, and clear pronunciation.

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		Grade 8 - Adopted: 2023
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

INDICATOR / STANDARD 8.CC.6.

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.

#### Lesson 21: Unit 7 Inventive Writing, p. 203-212

#### **Indiana Academic Standards**

		Language Arts
		Grade <b>6</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.

EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.

		Language Arts
		Grade <b>7</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 7 English/Language Arts
		Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
PROFICIENCY STATEMENT /	7.W.4.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
PROFICIENCY STATEMENT / SUBSTRAND	7.W.4. 7.W.4.a.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD /		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT /		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the

EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	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.
		Indiana Academic Standards
		Language Arts
		Grade 8 - Adopted: 2023
STANDARD / STRAND		Grade 8 English/Language Arts
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STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:

EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
ST ANDARD /		Grade 8 English/Language Arts
STRAND		Grade o English/Language Arts
		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
PROFICIENCY STATEMENT /	8.W.3.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
PROFICIENCY STATEMENT / SUBSTRAND	8.W.3. 8.W.3.c.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STANDARD / STRAND  PROFICIENCY STATEMENT /		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  Grade 8 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR /	8.W.3.c.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  Grade 8 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / INDICATOR  EXPECTATION / INDICATOR  STANDARD  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION /	8.W.3.c. 8.W.4.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  Grade 8 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD /	8.W.3.c. 8.W.4.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  Grade 8 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

# Lesson 22: Unit 7 Inventive Writing, p. 213-220

# **Indiana Academic Standards**

Grade 6 - Adopted: 2023		
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)

STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

		Grade <b>7</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR I STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)

INDICATOR / STANDARD 7.CC.6.

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.

### **Indiana Academic Standards**

		Grade <b>8</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

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

### **Indiana Academic Standards**

Grade <b>6</b> - Adopted: <b>2023</b>		
STANDARD / STRAND	Grade 6 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	

INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
STANDARD / STRAND		Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

		Grade <b>7</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.

EXPECTATION / INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and
		expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)

		Grade 8 - Adopted: 2023
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

# Lesson 24: Unit 8 Formal Essay Models, p. 229-240

### **Indiana Academic Standards**

		Grade <b>6</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	6.W.5.e.	Avoid plagiarism and provide basic bibliographic information for sources.
STANDARD / STRAND		Grade 6 English/Language Arts
		Grade 6 English/Language Arts  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
PROFICIENCY STATEMENT /	6.CC.1.	Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to
PROFICIENCY STATEMENT / SUBSTRAND	6.CC.1.	Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)  Pose and respond to specific questions with elaboration and detail by making comments that
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  INDICATOR / STANDARD	6.CC.2.	Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)

		Grade <b>7</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:

EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD /		Grade 7 English/Language Arts
STRAND		Grade / English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
PROFICIENCY STATEMENT /	7.W.3.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
PROFICIENCY STATEMENT / SUBSTRAND	7.W.3. 7.W.3.c.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences,
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT /		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / INDICATOR  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR /	7.W.3.c.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD	7.W.3.c.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / INDICATOR	7.W.3.c.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.b.	Gather relevant information from multiple sources, using search terms effectively and annotate sources.
EXPECTATION / INDICATOR	7.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
STATEMENT /	7.W.7.	genres which demonstrate a command of English grammar and usage through the
STATEMENT / SUBSTRAND INDICATOR /	<b>7.W.7.</b> 7.W.7.a.	genres which demonstrate a command of English grammar and usage through the writing and research processes.  Demonstrate command of the conventions of standard English capitalization,
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION /		genres which demonstrate a command of English grammar and usage through the writing and research processes.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD /		genres which demonstrate a command of English grammar and usage through the writing and research processes.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:  Punctuation – Using commas with subordinate clauses. (E)
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT /		genres which demonstrate a command of English grammar and usage through the writing and research processes.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:  Punctuation – Using commas with subordinate clauses. (E)  Grade 7 English/Language Arts  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR /	7.W.7.a.	genres which demonstrate a command of English grammar and usage through the writing and research processes.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:  Punctuation – Using commas with subordinate clauses. (E)  Grade 7 English/Language Arts  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and

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#### Grade 8 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:

EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	8.W.6.a.	Verbs – Explaining the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 25: Unit 8 Formal Essay Models, p. 241-252

# **Indiana Academic Standards**

		Grade <b>6</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.9.	Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.

Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a

new approach, and edit to produce and strengthen writing that is clear and coherent with some

guidance and support from peers and adults.

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#### Grade 6 English/Language Arts

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PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	6.W.5.e.	Avoid plagiarism and provide basic bibliographic information for sources.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

### **Indiana Academic Standards**

#### **Language Arts**

#### Grade **7** - Adopted: **2023**

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STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.

#### STANDARD / STRAND

Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
STATEMENT /	7.W.5.	genres which demonstrate a command of English grammar and usage through the

EXPECTATION / INDICATOR	7.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	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.
		Indiana Academic Standards
		Language Arts
		Grade <b>8</b> - Adopted: <b>2023</b>

Grade 8 English/Language Arts
Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND

INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT /		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
SUBSTRAND		writing and research processes.
	8.W.3.	writing and research processes.  Write narrative compositions in a variety of forms that:
SUBSTRAND INDICATOR /	8.W.3.c.	
SUBSTRAND  INDICATOR / STANDARD  EXPECTATION /		Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop
SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD /		Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT /		Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  Grade 8 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR /	8.W.3.c.	Write narrative compositions in a variety of forms that:  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  Grade 8 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	8.W.6.a.	Verbs – Explaining the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

# Lesson 26: Unit 8 Formal Essay Models, p. 253-258

# **Indiana Academic Standards**

Grade <b>6</b> - Adopted: <b>2023</b>		
STANDARD / STRAND	Grade 6 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	

INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
ST ANDARD / ST RAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.

EXPECTATION / INDICATOR	6.W.5.e.	Avoid plagiarism and provide basic bibliographic information for sources.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.
		Indiana Academia Standardo

Grade <b>7</b> - Adopted: <b>2023</b>			
STANDARD / STRAND		Grade 7 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:	
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.	
STANDARD / STRAND		Grade 7 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:	
EXPECTATION / INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.	
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	

EXPECTATION / INDICATOR	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.b.	Gather relevant information from multiple sources, using search terms effectively and annotate sources.
EXPECTATION / INDICATOR	7.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
		Grade 7 English/Language Arts  Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
STRAND  PROFICIENCY STATEMENT /	7.CC.1.	Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to
PROFICIENCY STATEMENT / SUBSTRAND	7.CC.1. 7.CC.2.	Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and

		Grade 8 - Adopted: 2023
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.

EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	8.W.6.a.	Verbs – Explaining the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
STATEMENT /	8.CC.1.	listening, discussing, and presenting ideas justified by sound reasoning and textual
STATEMENT / SUBSTRAND	8.CC.2.	listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and

# Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 259-266

# **Indiana Academic Standards**

		Grade 6 - Adopted: 2023
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.4.	Compare and contrast works of literature 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.

INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.

EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	6.W.5.e.	Avoid plagiarism and provide basic bibliographic information for sources.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.

		Language Arts
		Grade <b>7</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	7.RC.1.	Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
INDICATOR / STANDARD	7.RC.2.	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)
INDICATOR / STANDARD	7.RC.3.	Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E)
INDICATOR / STANDARD	7.RC.6.	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).
INDICATOR / STANDARD	7.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	7.W.3.c.	
INDICATOR  STANDARD /	7.W.3.c.	events, and/or characters.
STANDARD / STRAND  PROFICIENCY STATEMENT /	7.W.4.	events, and/or characters.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the
STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR /		events, and/or characters.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to
STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD	7.W.4.	events, and/or characters.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some
STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD /	7.W.4.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND  PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  EXPECTATION / INDICATOR  STANDARD / STRAND  PROFICIENCY STATEMENT /	7.W.4.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.  Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.  Grade 7 English/Language Arts  Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the

EXPECTATION / INDICATOR	7.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	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.
		Indiana Academic Standards
		Language Arts
		Grade <b>8</b> - Adopted: <b>2023</b>

Grade 8 - Adopted: 2023		
STANDARD / STRAND	Grade 8 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND	Reading Comprehension – Learning Outcome: Students analyze the author's techni structure, main ideas, purpose, and perspective in grade-level fiction and nonfictio text, using textual evidence to support analysis.	

INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
INDICATOR / STANDARD	8.RC.2.	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:

EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	8.W.6.a.	Verbs – Explaining the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 267-272

Grade 6 - Adopt	ted: <b>2023</b>
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STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.4.	Compare and contrast works of literature 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.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
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STANDARD / STRAND

Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	6.W.5.e.	Avoid plagiarism and provide basic bibliographic information for sources.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY		
STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
STATEMENT /	6.CC.1.	listening, discussing, and presenting ideas using text and other sources of evidence to
STATEMENT / SUBSTRAND	6.CC.1.	listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and
INDICATOR / STANDARD		listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.  Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)  Pose and respond to specific questions with elaboration and detail by making comments that

Grade <b>7</b> - Adopted: <b>2023</b>		
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	7.RC.2.	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)
INDICATOR / STANDARD	7.RC.3.	Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E)
INDICATOR / STANDARD	7.RC.6.	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).

<b>STANDARD</b>	
STRAND	

#### Grade 7 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR /	7.W.5.	Conduct research assignments and tasks to build knowledge about the research
STANDARD		process and the topic under study.

EXPECTATION / INDICATOR	7.W.5.b.	Gather relevant information from multiple sources, using search terms effectively and annotate sources.
EXPECTATION / INDICATOR	7.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Use appropriate eye contact, adequate volume, and clear pronunciation.

**Language Arts** 

Grade **8** - Adopted: **2023** 

STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	8.RC.2.	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:

EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	8.W.6.a.	Verbs – Explaining the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 273-282

Grad	e 6 -	Ado	nted:	2023
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		Grade <b>0</b> - Adopted. <b>2023</b>
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.4.	Compare and contrast works of literature 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.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.

EXPECTATION / INDICATOR  Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try new approach, and edit to produce and strengthen writing that is clear and coherent with som guidance and support from peers and adults.  STANDARD / G.W.5.e. Avoid plagiarism and provide basic bibliographic information for sources.  STANDARD / STANDARD / Grade 6 English/Language Arts  STANDARD / Grade 6 English/Language Arts	e
PROFICIENCY STATEMENT / SUBSTRAND  INDICATOR / STANDARD  6.W.5.  Conduct research assignments and tasks to build knowledge about the research process and the topic under study.  EXPECTATION / INDICATOR  6.W.5.b.  Gather relevant information from multiple sources and annotate sources.  EXPECTATION / INDICATOR  6.W.5.d.  Quote or paraphrase the information and conclusions of others.  EXPECTATION / INDICATOR  6.W.5.e.  Avoid plagiarism and provide basic bibliographic information for sources.  STANDARD /  Grade 6 English/Language Arts	ous
STATEMENT / SUBSTRAND  INDICATOR / STANDARD  6.W.5. Conduct research assignments and tasks to build knowledge about the research process and the topic under study.  EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  6.W.5.d. Quote or paraphrase the information and conclusions of others.  EXPECTATION / INDICATOR  6.W.5.d. Quote or paraphrase the information and conclusions of others.  EXPECTATION / INDICATOR  6.W.5.e. Avoid plagiarism and provide basic bibliographic information for sources.  STANDARD / Grade 6 English/Language Arts	ous
EXPECTATION / INDICATOR  EXPECTATION / INDICATOR  6.W.5.b. Gather relevant information from multiple sources and annotate sources.  Quote or paraphrase the information and conclusions of others.  EXPECTATION / INDICATOR  6.W.5.e. Avoid plagiarism and provide basic bibliographic information for sources.  INDICATOR  STANDARD / Grade 6 English/Language Arts	
EXPECTATION / 6.W.5.d. Quote or paraphrase the information and conclusions of others.  EXPECTATION / 6.W.5.e. Avoid plagiarism and provide basic bibliographic information for sources.  INDICATOR  STANDARD / Grade 6 English/Language Arts	
EXPECTATION / 6.W.5.e. Avoid plagiarism and provide basic bibliographic information for sources.  INDICATOR  STANDARD / Grade 6 English/Language Arts	
INDICATOR  STANDARD / Grade 6 English/Language Arts	
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PROFICIENCY STATEMENT / SUBSTRAND Communication and Collaboration – Learning Outcome: Students actively engage is listening, discussing, and presenting ideas using text and other sources of evident drive and demonstrate their thoughts.	
INDICATOR / 6.CC.1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)	
INDICATOR / 6.CC.2. Pose and respond to specific questions with elaboration and detail by making comments that standard contribute to the topic, text, or issue under discussion. (E)	
INDICATOR / 6.CC.3. Review the key ideas expressed and demonstrate understanding of multiple perspectives the STANDARD reflection and paraphrasing. (E)	ough
INDICATOR / 6.CC.6. Present claims and findings, sequencing ideas logically and using pertinent descriptions, fact and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volue and clear pronunciation.	
Indiana Academic Standards	
Language Arts	
Grade <b>7</b> - Adopted: <b>2023</b>	
STANDARD / Grade 7 English/Language Arts STRAND	
PROFICIENCY STATEMENT / SUBSTRAND Reading Comprehension – Learning Outcome: Students analyze the author's techn structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	

INDICATOR / 7.RC.1. Analyze what a text says explicitly as well as draw inferences through citing several pieces of

textual evidence. (E)

STANDARD

INDICATOR / STANDARD	7.RC.2.	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)
INDICATOR / STANDARD	7.RC.3.	Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E)
INDICATOR / STANDARD	7.RC.6.	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).
INDICATOR / STANDARD	7.RC.10.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:

EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.b.	Gather relevant information from multiple sources, using search terms effectively and annotate sources.
EXPECTATION / INDICATOR	7.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Use appropriate eye contact, adequate volume, and clear pronunciation.

#### Language Arts

		Language Arts
		Grade 8 - Adopted: 2023
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
INDICATOR / STANDARD	8.RC.2.	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.

#### STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	8.W.6.a.	Verbs – Explaining the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.

INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 283-289

		Language Arts
		Grade <b>6</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.4.	Compare and contrast works of literature 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.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
STANDARD / STRAND		Grade 6 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
Grade 6 English/Language Arts
Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
. Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
Grade 6 English/Language Arts
Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
. Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
i.b. Gather relevant information from multiple sources and annotate sources.
i.d. Quote or paraphrase the information and conclusions of others.
i.e. Avoid plagiarism and provide basic bibliographic information for sources.
Grade 6 English/Language Arts
Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
.1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
.2. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
.3. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
.6. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts,

		Grade <b>7</b> - Adopted: <b>2023</b>
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	7.RC.3.	Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax and conflicts contribute to its meaning and plot. (E)
INDICATOR / STANDARD	7.RC.6.	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).
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	7.W.1.c.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	7.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION /	7.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences,

# STANDARD / Grade 7 English/Language Arts STRAND

events, and/or characters.

INDICATOR

STATEMENT /	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
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INDICATOR / STANDARD	7.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	7.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	7.W.5.b.	Gather relevant information from multiple sources, using search terms effectively and annotate sources.
EXPECTATION / INDICATOR	7.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	7.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	7.W.6.c.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	7.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	7.W.7.a.	Punctuation – Using commas with subordinate clauses. (E)
STANDARD / STRAND		Grade 7 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	7.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

INDICATOR / STANDARD	7.CC.2.	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. (E)
INDICATOR / STANDARD	7.CC.6.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Use appropriate eye contact, adequate volume, and clear pronunciation.

Language Arts					
		Grade 8 - Adopted: 2023			
STANDARD / STRAND		Grade 8 English/Language Arts			
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.			
INDICATOR / STANDARD	8.RC.2.	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)			
STANDARD / STRAND		Grade 8 English/Language Arts			
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.			
INDICATOR / STANDARD	8.W.1.	Write arguments in a variety of forms that:			
EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.			
STANDARD / STRAND		Grade 8 English/Language Arts			
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.			
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:			
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.			
EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.			
STANDARD / STRAND		Grade 8 English/Language Arts			
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.			
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:			

EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	8.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.6.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	8.W.6.a.	Verbs – Explaining the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice. (E)
STANDARD / STRAND		Grade 8 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

INDICATOR / STANDARD	8.CC.2.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
INDICATOR / STANDARD	8.CC.6.	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.