

# Main Criteria: Modern World History-Based Writing Lessons

## Secondary Criteria: Kansas Academic Standards

### Subject: Language Arts

Grades: 6, 7, 8

### Modern World History-Based Writing Lessons

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

## Kansas Academic Standards

### Language Arts

Grade 6 - Adopted: 2023

#### STANDARD

#### Reading: Literature

#### BENCHMARK

#### Key Ideas and Details

INDICATOR /  
PROFICIENCY  
LEVEL

RL.6.1.

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

INDICATOR /  
PROFICIENCY  
LEVEL

RL.6.2.

Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### STANDARD

#### Reading: Literature

#### BENCHMARK

#### Language in Reading: Literature

INDICATOR /  
PROFICIENCY  
LEVEL

RL.6.11.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.

INDICATOR

RL.6.11.d

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

#### STANDARD

#### Reading: Informational

#### BENCHMARK

#### Key Ideas and Details

INDICATOR /  
PROFICIENCY  
LEVEL

RI.6.1.

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

INDICATOR /  
PROFICIENCY  
LEVEL

RI.6.2.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

INDICATOR /  
PROFICIENCY  
LEVEL

RI.6.3.

Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).

#### STANDARD

#### Reading: Informational

#### BENCHMARK

#### Craft and Structure

INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.
INDICATOR	RI.6.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.6.11.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.

INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Presentation of Knowledge and Ideas</b>	
INDICATOR / PROFICIENCY LEVEL	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 7 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.7.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.
INDICATOR	RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	

INDICATOR / PROFICIENCY LEVEL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
INDICATOR / PROFICIENCY LEVEL	RI.7.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.
INDICATOR	RI.7.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.7.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RI.7.13.	Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Presentation of Knowledge and Ideas</b>	

INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.8.11.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.

INDICATOR	RL.8.11.d	Verify the preliminary determination of the meaning of a word or phrase.
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
INDICATOR / PROFICIENCY LEVEL	RI.8.11.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.

INDICATOR	RI.8.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.8.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RI.8.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Presentation of Knowledge and Ideas</b>	

INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 02: Unit 2 Writing from Notes, p. 17-26

**Kansas Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.6.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.</b>

INDICATOR	RL.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	<b>RI.6.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.</b>

INDICATOR	RI.6.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.6.11.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	<b>W.6.2.</b>	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**STANDARD****Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

**STANDARD****Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.6.10.	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 7 - Adopted: 2023

#### STANDARD **Reading: Literature**

##### BENCHMARK **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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#### STANDARD **Reading: Literature**

##### BENCHMARK **Language in Reading: Literature**

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.7.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>
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INDICATOR	RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.
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#### STANDARD **Reading: Informational**

##### BENCHMARK **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
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#### STANDARD **Reading: Informational**

##### BENCHMARK **Craft and Structure**

INDICATOR / PROFICIENCY LEVEL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.7.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>
INDICATOR	RI.7.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.7.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.7.13.	Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.

**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		Language in Speaking and Listening
<b>INDICATOR / PROFICIENCY LEVEL</b>	SL.7.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.

INDICATOR SL.7.7.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL SL.7.8. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards****Language Arts****Grade 8 - Adopted: 2023****STANDARD** Reading: Literature

<b>BENCHMARK</b>		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STANDARD** Reading: Literature

<b>BENCHMARK</b>		Language in Reading: Literature
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<b>INDICATOR / PROFICIENCY LEVEL</b>	RL.8.11.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.
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INDICATOR RL.8.11.d. Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD** Reading: Informational

<b>BENCHMARK</b>		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STANDARD** Reading: Informational

<b>BENCHMARK</b>		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.8.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.</b>

INDICATOR	RI.8.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.8.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.8.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>

INDICATOR	W.8.2.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 aiding comprehension.
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INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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INDICATOR / PROFICIENCY LEVEL	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
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INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 03: Unit 2 Writing from Notes, p. 27-32

**Kansas Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.</b>
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INDICATOR	RL.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Integration of Knowledge and Ideas</b>	
INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
INDICATOR / PROFICIENCY LEVEL	RI.6.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.</b>
INDICATOR	RI.6.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.6.11.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.2.	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.

INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.11.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</b>
INDICATOR	W.6.11.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.8.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards**

**Language Arts**

**Grade 7 - Adopted: 2023**

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.7.1.</b>	<b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.7.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>
INDICATOR	RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD**

**Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	

INDICATOR / PROFICIENCY LEVEL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	

INDICATOR / PROFICIENCY LEVEL	RI.7.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>
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INDICATOR	RI.7.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.7.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	

INDICATOR / PROFICIENCY LEVEL	RI.7.13.	Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.
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<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	

INDICATOR / PROFICIENCY LEVEL	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
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INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
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INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Presentation of Knowledge and Ideas</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.8.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	RL.8.11.d	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	

INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.8.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.</b>
INDICATOR	RI.8.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.8.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.8.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Details</b>
INDICATOR / PROFICIENCY LEVEL	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.8.2.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 aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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INDICATOR / PROFICIENCY LEVEL	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
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**STANDARD Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
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INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.11.	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
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INDICATOR	W.8.11.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STANDARD Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.
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INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 04: Unit 2 Writing from Notes, p. 33-40

**Kansas Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2023

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.6.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
INDICATOR	RL.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.
INDICATOR	RI.6.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.6.11.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

**STANDARD**                      **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.

**STANDARD**                      **Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2.	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**STANDARD**                      **Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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**STANDARD**                      **Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
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**STANDARD**                      **Writing**

BENCHMARK		Language in Writing
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**STANDARD**                      **Reading: Literature**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STANDARD**                      **Reading: Literature**

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	RL.7.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.
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INDICATOR	RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
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**STANDARD**                      **Reading: Informational**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**STANDARD**                      **Reading: Informational**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.7.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.
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INDICATOR	RI.7.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.7.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.7.13.	Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STANDARD****Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.7.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STANDARD**                      **Reading: Literature****BENCHMARK****Key Ideas and Details**INDICATOR /  
PROFICIENCY  
LEVEL

RL.8.1.

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

**STANDARD****Reading: Literature****BENCHMARK****Language in Reading: Literature**INDICATOR /  
PROFICIENCY  
LEVEL

RL.8.11.

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

INDICATOR

RL.8.11.d

Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD****Reading: Informational****BENCHMARK****Key Ideas and Details**INDICATOR /  
PROFICIENCY  
LEVEL

RI.8.1.

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

**STANDARD****Reading: Informational****BENCHMARK****Craft and Structure**INDICATOR /  
PROFICIENCY  
LEVEL

RI.8.4.

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

**STANDARD****Reading: Informational****BENCHMARK****Language in Reading: Informational**INDICATOR /  
PROFICIENCY  
LEVEL

RI.8.11.

**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.**

INDICATOR

RI.8.11.a.

Use context to determine the meaning of a word or phrase.

INDICATOR

RI.8.11.d.

Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD****Reading: Informational****BENCHMARK****Range of Reading and Text Complexity**INDICATOR /  
PROFICIENCY  
LEVEL

RI.8.13.

Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.

**STANDARD****Writing****BENCHMARK****Text Types and Details**

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.8.2.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 aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
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INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Kansas Academic Standards**

**Language Arts**

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RL.6.5.	Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	<b>RL.6.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.</b>
INDICATOR	RL.6.11.a	Use context to determine the meaning of a word or phrase.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>
INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3.c.	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one-time frame or setting to another.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

**STANDARD Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in

**STANDARD Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</b>

INDICATOR	W.6.11.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STANDARD Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
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INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 7 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.7.10.	Use knowledge of language and its conventions when reading to aid comprehension.

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.7.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>
INDICATOR	RL.7.11.a	Use context to determine the meaning of a word or phrase.

<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
INDICATOR / PROFICIENCY LEVEL	RI.7.10.	Use knowledge of language and its conventions when reading to aid comprehension.

<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>
INDICATOR	W.7.3.c.	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

#### Grade 8 - Adopted: 2023

**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.8.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.</b>
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INDICATOR	RL.8.11.a	Use context to determine the meaning of a word or phrase.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>

INDICATOR                      W.8.2.b.                      Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>

INDICATOR                      W.8.3.c.                      Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one timeframe or setting to another and show the relationships among experiences and events.

INDICATOR                      W.8.3.e.                      Provide a conclusion that follows from and reflects on the narrated experiences or events.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL                      W.8.4.                      Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL                      W.8.5.                      With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL                      W.8.8.                      Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

INDICATOR / PROFICIENCY LEVEL                      W.8.9.                      Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR                      W.8.10.e.                      Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD**                      **Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.
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INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
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INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STANDARD** **Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
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**STANDARD** **Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.8.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD** **Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60

**STANDARD**                      **Reading: Literature****BENCHMARK**                      **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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**STANDARD**                      **Reading: Literature****BENCHMARK**                      **Craft and Structure**

INDICATOR / PROFICIENCY LEVEL	RL.6.5.	Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
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**STANDARD**                      **Reading: Literature****BENCHMARK**                      **Language in Reading: Literature**

INDICATOR / PROFICIENCY LEVEL	RL.6.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.</b>
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INDICATOR	RL.6.11.a	Use context to determine the meaning of a word or phrase.
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INDICATOR	RL.6.11.c	Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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**STANDARD**                      **Reading: Informational****BENCHMARK**                      **Language in Reading: Informational**

INDICATOR / PROFICIENCY LEVEL	RI.6.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.</b>
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INDICATOR	RI.6.11.c.	Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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**STANDARD**                      **Writing****BENCHMARK**                      **Text Types and Purposes**

INDICATOR / PROFICIENCY LEVEL	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>
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INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.
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INDICATOR	W.6.3.c.	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one-time frame or setting to another.
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INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.11.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</b>
INDICATOR	W.6.11.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.

INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.8.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards**

**Language Arts**

Grade 7 - Adopted: 2023

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.7.3.</b>	<b>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</b>

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.7.10.</b>	<b>Use knowledge of language and its conventions when reading to aid comprehension.</b>

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.7.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>

INDICATOR	RL.7.11.a	Use context to determine the meaning of a word or phrase.
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INDICATOR	RL.7.11.c.	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.7.12.</b>	<b>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>

INDICATOR	RL.7.12.b	Use the relationship between particular words to better understand each of the words.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	RI.7.10.	Use knowledge of language and its conventions when reading to aid comprehension.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.7.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>

INDICATOR	RI.7.11.c.	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.7.12.</b>	<b>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>

INDICATOR	RI.7.12.b.	Use the relationship between particular words to better understand each of the words.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>

INDICATOR	W.7.3.b.	Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.
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INDICATOR	W.7.3.c.	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
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INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD** **Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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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**STANDARD** **Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.7.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
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INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STANDARD** **Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2023**

**STANDARD** **Reading: Literature**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**STANDARD** **Reading: Literature**

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	RL.8.11.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.
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INDICATOR	RL.8.11.a	Use context to determine the meaning of a word or phrase.
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INDICATOR	RL.8.11.c	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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**STANDARD** **Reading: Literature**

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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INDICATOR / PROFICIENCY LEVEL	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
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INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
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INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
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INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Presentation of Knowledge and Ideas</b>	
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.8.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

**Kansas Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RL.6.5.	Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.</b>
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INDICATOR	RL.6.11.a	Use context to determine the meaning of a word or phrase.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>
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INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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INDICATOR	W.6.3.c.	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one-time frame or setting to another.
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INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
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INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</b>
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INDICATOR	W.6.11.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
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INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
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INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.6.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
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INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.7.10.	Use knowledge of language and its conventions when reading to aid comprehension.

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	<b>RL.7.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>
INDICATOR	RL.7.11.a	Use context to determine the meaning of a word or phrase.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.7.10.	Use knowledge of language and its conventions when reading to aid comprehension.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
INDICATOR / PROFICIENCY LEVEL	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>
INDICATOR	W.7.3.c.	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

**STANDARD****Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STANDARD****Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STANDARD****Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.

**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.8.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards****Language Arts**

Grade 8 - Adopted: 2023

**STANDARD** Reading: Literature

<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.8.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b>

**STANDARD** Reading: Literature

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.8.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	RL.8.11.a	Use context to determine the meaning of a word or phrase.

**STANDARD** Writing

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.

**STANDARD** Writing

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>
INDICATOR	W.8.3.c.	Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one timeframe or setting to another and show the relationships among experiences and events.
INDICATOR	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STANDARD</b>	<b>Speaking and Listening</b>	

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.

<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Kansas Academic Standards**  
**Language Arts**  
**Grade 6 - Adopted: 2023**

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>

INDICATOR / PROFICIENCY LEVEL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RL.6.5.	Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.6.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.</b>
INDICATOR	RL.6.11.a	Use context to determine the meaning of a word or phrase.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>
INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3.c.	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one-time frame or setting to another.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
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**STANDARD Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</b>

INDICATOR	W.6.11.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STANDARD Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.12.</b>	<b>Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</b>

**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
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INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
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INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

#### Grade 7 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.7.10.	Use knowledge of language and its conventions when reading to aid comprehension.

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.7.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.

INDICATOR	RL.7.11.a	Use context to determine the meaning of a word or phrase.
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
INDICATOR / PROFICIENCY LEVEL	RI.7.10.	Use knowledge of language and its conventions when reading to aid comprehension.

<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

INDICATOR	W.7.3.c.	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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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**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

**STANDARD Reading: Literature**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**STANDARD Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.8.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.</b>
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INDICATOR	RL.8.11.a	Use context to determine the meaning of a word or phrase.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>
INDICATOR	W.8.3.c.	Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one timeframe or setting to another and show the relationships among experiences and events.
INDICATOR	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.4.</b>	<b>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.5.</b>	<b>With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</b>
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.8.</b>	<b>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection and research.</b>
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
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INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
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INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
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INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
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INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 09: Unit 4 Summarizing a Reference, p. 81-88

**Kansas Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD** **Reading: Literature**

**BENCHMARK** **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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**STANDARD** **Reading: Literature**

**BENCHMARK** **Language in Reading: Literature**

INDICATOR / PROFICIENCY LEVEL	RL.6.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
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INDICATOR	RL.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
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**STANDARD** **Reading: Informational**

**BENCHMARK** **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).
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**STANDARD** **Reading: Informational**

**BENCHMARK** **Craft and Structure**

INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.</b>

INDICATOR	RI.6.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.6.11.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.6.2.	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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**STANDARD Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
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**STANDARD Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</b>

INDICATOR	W.6.11.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STANDARD Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.12.</b>	<b>Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</b>

**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
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INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.

INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.8.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Kansas Academic Standards

### Language Arts

Grade 7 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.7.1.</b>	<b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.7.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>

INDICATOR	RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.7.1.</b>	<b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>

INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.7.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>
INDICATOR	RI.7.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.7.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.7.13.	Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Details</b>
INDICATOR / PROFICIENCY LEVEL	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD**

**Writing**

BENCHMARK		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STANDARD**

**Writing**

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD**

**Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
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INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Presentation of Knowledge and Ideas</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.8.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	RL.8.11.d	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	

INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
INDICATOR / PROFICIENCY LEVEL	RI.8.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.</b>
INDICATOR	RI.8.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.8.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RI.8.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.8.2.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 aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	

INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.

INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
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INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 10: Unit 4 Summarizing a Reference, p. 89-98

**Kansas Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.</b>
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INDICATOR	RL.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Integration of Knowledge and Ideas</b>	
INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
INDICATOR / PROFICIENCY LEVEL	<b>RI.6.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.</b>
INDICATOR	RI.6.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.6.11.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.
<b>STANDARD</b>	<b>Writing</b>	

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</b>
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INDICATOR	W.6.11.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
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INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD**

**Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.6.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.

INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
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INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
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**STANDARD**

**Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards**

**Language Arts**

Grade 7 - Adopted: 2023

**STANDARD**

**Reading: Literature**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.7.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>
INDICATOR	RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.7.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>
INDICATOR	RI.7.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.7.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.7.13.	Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Details</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	<b>W.7.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>

INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2023

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.8.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	RL.8.11.d	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.8.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.</b>

INDICATOR	RI.8.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.8.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.8.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.8.2.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 aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD**

**Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.
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INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
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INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STANDARD** **Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
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**STANDARD** **Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.8.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
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INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD** **Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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# Kansas Academic Standards

## Language Arts

Grade 6 - Adopted: 2023

### STANDARD Reading: Literature

#### BENCHMARK Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

### STANDARD Reading: Literature

#### BENCHMARK Language in Reading: Literature

INDICATOR / PROFICIENCY LEVEL	RL.6.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
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INDICATOR	RL.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
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### STANDARD Reading: Informational

#### BENCHMARK Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).

### STANDARD Reading: Informational

#### BENCHMARK Craft and Structure

INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
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### STANDARD Reading: Informational

#### BENCHMARK Integration of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.6.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.</b>
INDICATOR	RI.6.11.a.	Use context to determine the meaning of a word or phrase.

INDICATOR	RI.6.11.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
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<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>

INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.
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<b>STANDARD</b>		<b>Writing</b>
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<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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<b>STANDARD</b>		<b>Writing</b>
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<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
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<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.11.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</b>

INDICATOR	W.6.11.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Range of Writing</b>

INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
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INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 7 - Adopted: 2023

#### STANDARD **Reading: Literature**

##### BENCHMARK **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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#### STANDARD **Reading: Literature**

##### BENCHMARK **Language in Reading: Literature**

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.7.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>
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INDICATOR	RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.
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#### STANDARD **Reading: Informational**

##### BENCHMARK **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
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#### STANDARD **Reading: Informational**

##### BENCHMARK **Craft and Structure**

INDICATOR / PROFICIENCY LEVEL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.7.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>
INDICATOR	RI.7.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.7.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RI.7.13.	Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Presentation of Knowledge and Ideas</b>	

INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.8.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	RL.8.11.d	Verify the preliminary determination of the meaning of a word or phrase.
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

<b>STANDARD</b>	<b>Reading: Informational</b>	
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BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**STANDARD** **Reading: Informational**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.8.11.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.
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INDICATOR	RI.8.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.8.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.8.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.
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**STANDARD** **Writing**

BENCHMARK		Text Types and Details
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INDICATOR / PROFICIENCY LEVEL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
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INDICATOR	W.8.2.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 aiding comprehension.
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INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD** **Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STANDARD** Speaking and Listening

BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

**STANDARD** Speaking and Listening

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.8.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD** Speaking and Listening

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Lesson 12: Unit 4 Summarizing a Reference, p. 107-118

**Kansas Academic Standards****Language Arts**

Grade 6 - Adopted: 2023

**STANDARD** Reading: Literature

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**STANDARD** Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.6.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
INDICATOR	RL.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	<b>RI.6.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.</b>
INDICATOR	RI.6.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.6.11.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.11.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</b>
INDICATOR	W.6.11.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
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INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
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INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.8.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards**

**Language Arts**

Grade 7 - Adopted: 2023

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.7.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>
INDICATOR	RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
INDICATOR / PROFICIENCY LEVEL	RI.7.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>
INDICATOR	RI.7.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.7.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RI.7.13.	Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.8.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	RL.8.11.d	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.8.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.</b>

INDICATOR	RI.8.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.8.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.8.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.8.2.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 aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD**

**Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD** Speaking and Listening

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.
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INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
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INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STANDARD** Speaking and Listening

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
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**STANDARD** Speaking and Listening

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.8.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
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INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD** Speaking and Listening

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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# Kansas Academic Standards

## Language Arts

Grade 6 - Adopted: 2023

### STANDARD

### Writing

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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INDICATOR	W.6.3.c.	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one-time frame or setting to another.
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INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
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INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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### STANDARD

### Writing

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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### STANDARD

### Writing

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.6.10.	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.

INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
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### STANDARD

### Writing

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.6.11.	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

INDICATOR	W.6.11.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
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INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
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INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.6.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
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INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>

INDICATOR	W.7.3.c.	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
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INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STANDARD Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.

**STANDARD Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.7.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

**STANDARD Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

**STANDARD Writing**

BENCHMARK		Text Types and Details
INDICATOR / PROFICIENCY LEVEL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>
INDICATOR	W.8.3.c.	Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one timeframe or setting to another and show the relationships among experiences and events.
INDICATOR	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.4.</b>	<b>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.</b>

**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.8.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

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

**Kansas Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>
INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3.c.	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one-time frame or setting to another.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.11.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</b>
INDICATOR	W.6.11.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
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INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
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INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 7 - Adopted: 2023**

**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>
INDICATOR	W.7.3.c.	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.7.4.

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.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.7.7.

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

INDICATOR

SL.7.7.a.

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

INDICATOR

SL.7.7.b.

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

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.7.8.

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

## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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INDICATOR /  
PROFICIENCY  
LEVEL

W.8.2.

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

INDICATOR

W.8.2.b.

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

**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>

INDICATOR	W.8.3.c.	Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one timeframe or setting to another and show the relationships among experiences and events.
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INDICATOR	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.4.</b>	<b>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</b>

INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.8.</b>	<b>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</b>

**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
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INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.12.</b>	<b>Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</b>

**STANDARD****Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Kansas Academic Standards**  
**Language Arts**  
**Grade 6 - Adopted: 2023**

<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Purposes</b>	

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>
INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3.c.	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one-time frame or setting to another.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</b>
INDICATOR	W.6.11.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
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INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
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INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

Grade 7 - Adopted: 2023

**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</b>
INDICATOR	W.7.3.c.	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2023

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
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INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
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**STANDARD****Writing**

BENCHMARK		Text Types and Details
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

INDICATOR	W.8.3.c.	Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one timeframe or setting to another and show the relationships among experiences and events.
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INDICATOR	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**STANDARD****Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD****Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STANDARD****Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
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INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Kansas Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2023

**STANDARD Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.6.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.

INDICATOR	RL.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.

INDICATOR	RI.6.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.6.11.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

**STANDARD**

**Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</b>
INDICATOR	W.6.11.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STANDARD**                      **Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.6.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.

**STANDARD**                      **Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards****Language Arts**

Grade 7 - Adopted: 2023

**STANDARD**                      **Reading: Literature**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STANDARD**                      **Reading: Literature**

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.7.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.
INDICATOR	RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD**                      **Reading: Informational**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.7.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>

INDICATOR	RI.7.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.7.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.7.13.	Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
INDICATOR / PROFICIENCY LEVEL	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>

INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
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INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
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INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD** Speaking and Listening

BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.

**STANDARD** Speaking and Listening

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.7.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD** Speaking and Listening

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards****Language Arts**

Grade 8 - Adopted: 2023

**STANDARD** Reading: Literature

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STANDARD** Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.8.11.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.
INDICATOR	RL.8.11.d	Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD** Reading: Informational

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
INDICATOR / PROFICIENCY LEVEL	RI.8.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.</b>
INDICATOR	RI.8.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.8.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RI.8.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.8.2.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 aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	

INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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INDICATOR / PROFICIENCY LEVEL	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
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INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
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INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
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INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
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**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
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INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 17: Unit 6 Summarizing Multiple References, p. 157-172

**Kansas Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD** Reading: Literature

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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**STANDARD** Reading: Literature

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.</b>
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INDICATOR	RL.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.6.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.</b>
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INDICATOR	RI.6.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.6.11.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Purposes</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.

INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.11.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</b>

INDICATOR	W.6.11.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
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INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
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INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 7 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.7.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.

INDICATOR	RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.7.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>
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INDICATOR	RI.7.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.7.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.7.13.	Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
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INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
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INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>

INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>

INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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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<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

#### STANDARD **Reading: Literature**

##### BENCHMARK **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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#### STANDARD **Reading: Literature**

##### BENCHMARK **Language in Reading: Literature**

INDICATOR / PROFICIENCY LEVEL	RL.8.11.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.
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INDICATOR	RL.8.11.d	Verify the preliminary determination of the meaning of a word or phrase.
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#### STANDARD **Reading: Informational**

##### BENCHMARK **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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#### STANDARD **Reading: Informational**

##### BENCHMARK **Craft and Structure**

INDICATOR / PROFICIENCY LEVEL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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#### STANDARD **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.8.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.</b>

INDICATOR	RI.8.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.8.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.8.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
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INDICATOR	W.8.2.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 aiding comprehension.
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INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
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INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>

INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 18: Unit 6 Summarizing Multiple References, p. 173-182

**Kansas Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>

INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>

INDICATOR / PROFICIENCY LEVEL	RL.6.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.</b>
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INDICATOR	RL.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
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<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>

INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).

**STANDARD** **Reading: Informational**

**BENCHMARK** **Craft and Structure**

INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
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**STANDARD** **Reading: Informational**

**BENCHMARK** **Integration of Knowledge and Ideas**

INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**STANDARD** **Reading: Informational**

**BENCHMARK** **Language in Reading: Informational**

INDICATOR / PROFICIENCY LEVEL	RI.6.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.</b>
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INDICATOR	RI.6.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.6.11.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
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**STANDARD** **Reading: Informational**

**BENCHMARK** **Range of Reading and Text Complexity**

INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.
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**STANDARD** **Writing**

**BENCHMARK** **Text Types and Purposes**

INDICATOR / PROFICIENCY LEVEL	W.6.2.	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>
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INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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# Kansas Academic Standards

## Language Arts

Grade 7 - Adopted: 2023

### STANDARD Reading: Literature

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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### STANDARD Reading: Literature

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	RL.7.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.
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INDICATOR	RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.
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### STANDARD Reading: Informational

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
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### STANDARD Reading: Informational

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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### STANDARD Reading: Informational

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.7.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.
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INDICATOR	RI.7.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.7.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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### STANDARD Reading: Informational

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.7.13.	Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.
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**STANDARD** **Writing**

BENCHMARK		Text Types and Details
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INDICATOR / PROFICIENCY LEVEL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
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INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
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INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD** **Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD** **Writing**

BENCHMARK		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STANDARD** **Writing**

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.7.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
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INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
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INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD**

**Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

**STANDARD**                      **Reading: Literature**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STANDARD**                      **Reading: Literature**

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.8.11.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.

INDICATOR                      RL.8.11.d                      Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD**                      **Reading: Informational**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STANDARD**                      **Reading: Informational**

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**STANDARD**                      **Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.8.11.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.

INDICATOR                      RI.8.11.a.                      Use context to determine the meaning of a word or phrase.

INDICATOR                      RI.8.11.d.                      Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD**                      **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR /  
PROFICIENCY  
LEVEL

RI.8.13.

Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.

**STANDARD**

**Writing**

BENCHMARK		Text Types and Details
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INDICATOR /  
PROFICIENCY  
LEVEL

W.8.2.

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

INDICATOR

W.8.2.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 aiding comprehension.

INDICATOR

W.8.2.b.

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

INDICATOR

W.8.2.c.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR

W.8.2.d.

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

INDICATOR

W.8.2.f.

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

**STANDARD**

**Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR /  
PROFICIENCY  
LEVEL

W.8.4.

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

INDICATOR /  
PROFICIENCY  
LEVEL

W.8.5.

With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

**STANDARD**

**Writing**

BENCHMARK		Research to Build and Present Knowledge
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INDICATOR /  
PROFICIENCY  
LEVEL

W.8.7.

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

INDICATOR /  
PROFICIENCY  
LEVEL

W.8.8.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

INDICATOR /  
PROFICIENCY  
LEVEL

W.8.9.

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

**STANDARD****Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR W.8.10.c. Form and use verbs in the active and passive voice.

INDICATOR W.8.10.e. Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD****Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL W.8.12. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.

INDICATOR SL.8.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.

INDICATOR SL.8.1.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.

INDICATOR SL.8.1.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.

INDICATOR SL.8.1.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STANDARD****Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.8.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR SL.8.7.b. Form and use verbs in the active and passive voice.

INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 19: Unit 6 Summarizing Multiple References, p. 183-194

**Kansas Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.6.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.</b>
INDICATOR	RL.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	<b>RI.6.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.</b>

INDICATOR	RI.6.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.6.11.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	<b>W.6.2.</b>	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
INDICATOR / PROFICIENCY LEVEL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in

**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.11.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</b>
INDICATOR	W.6.11.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
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INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
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INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
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**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

Grade 7 - Adopted: 2023

**STANDARD Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.7.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>
INDICATOR	RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
INDICATOR / PROFICIENCY LEVEL	RI.7.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.</b>
INDICATOR	RI.7.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.7.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RI.7.13.	Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
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INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD**

**Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

#### STANDARD Reading: Literature

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

#### STANDARD Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.8.11.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.

INDICATOR      RL.8.11.d      Verify the preliminary determination of the meaning of a word or phrase.

#### STANDARD Reading: Informational

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

#### STANDARD Reading: Informational

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

#### STANDARD Reading: Informational

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.8.11.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.

INDICATOR      RI.8.11.a.      Use context to determine the meaning of a word or phrase.

INDICATOR      RI.8.11.d.      Verify the preliminary determination of the meaning of a word or phrase.

#### STANDARD Reading: Informational

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.8.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.
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**STANDARD**                      **Writing**

BENCHMARK		Text Types and Details
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INDICATOR / PROFICIENCY LEVEL	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
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INDICATOR	W.8.2.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 aiding comprehension.
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INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**                      **Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD**                      **Writing**

BENCHMARK		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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INDICATOR / PROFICIENCY LEVEL	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
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**STANDARD****Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR W.8.10.c. Form and use verbs in the active and passive voice.

INDICATOR W.8.10.e. Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD****Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL W.8.12. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.

INDICATOR SL.8.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.

INDICATOR SL.8.1.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.

INDICATOR SL.8.1.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.

INDICATOR SL.8.1.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STANDARD****Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.8.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR SL.8.7.b. Form and use verbs in the active and passive voice.

INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 20: Unit 7 Inventive Writing, p. 195-202

**Kansas Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>
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INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
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<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>

INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
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INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 7 - Adopted: 2023

<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

<b>STANDARD</b>	<b>Writing</b>	
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BENCHMARK		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STANDARD**                      **Writing**

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD**                      **Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD**                      **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
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INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD**                      **Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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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**STANDARD**                      **Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.8.2.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 aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

**STANDARD Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STANDARD Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
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INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
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INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STANDARD Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
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**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
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INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 21: Unit 7 Inventive Writing, p. 203-212

**Kansas Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>
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INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD</b>	<b>Speaking and Listening</b>	

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.

**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.8.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Kansas Academic Standards

### Language Arts

Grade 7 - Adopted: 2023

**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.4.</b>	<b>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</b>

INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Presentation of Knowledge and Ideas</b>	

INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.8.2.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 aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>

INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STANDARD Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

**STANDARD Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.8.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Kansas Academic Standards****Language Arts****Grade 6 - Adopted: 2023****STANDARD Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2.	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STANDARD****Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

**STANDARD****Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**STANDARD****Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.

INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.

**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

Grade 7 - Adopted: 2023

**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>

INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD****Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

**STANDARD****Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STANDARD****Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Details</b>
INDICATOR / PROFICIENCY LEVEL	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.8.2.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 aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.

INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
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INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
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INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 23: Unit 7 Inventive Writing, p. 221-228

**Kansas Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.2.	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>
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INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.8.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards**

**Language Arts**

**Grade 7 - Adopted: 2023**

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.

INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.7.4.

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.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.7.7.

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

INDICATOR

SL.7.7.a.

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

INDICATOR

SL.7.7.b.

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

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.7.8.

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

## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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INDICATOR /  
PROFICIENCY  
LEVEL

W.8.2.

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

INDICATOR

W.8.2.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 aiding comprehension.

INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 24: Unit 7 Inventive Writing, p. 229-238

**Kansas Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>

INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
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INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
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INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.8.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards**

**Language Arts**

Grade 7 - Adopted: 2023

**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2023

**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.8.2.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 aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.4.</b>	<b>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.5.</b>	<b>With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</b>

**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.8.</b>	<b>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</b>

**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.8.10.b.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STANDARD****Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.8.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Kansas Academic Standards

## Language Arts

Grade 6 - Adopted: 2023

### STANDARD

### Writing

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2.	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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### STANDARD

### Writing

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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### STANDARD

### Writing

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

INDICATOR / PROFICIENCY LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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### STANDARD

### Writing

BENCHMARK		Language in Writing
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 7 - Adopted: 2023

#### STANDARD **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
INDICATOR / PROFICIENCY LEVEL	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### STANDARD **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

#### STANDARD **Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### STANDARD **Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.8.2.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 aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	

INDICATOR / PROFICIENCY LEVEL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.8.10.b.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
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INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
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INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
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INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>

INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 26: Unit 8 Formal Essay Models, p. 249-260

**Kansas Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>

INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>

INDICATOR / PROFICIENCY LEVEL	RL.6.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.</b>
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INDICATOR	RL.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
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<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>

INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).

**STANDARD** **Reading: Informational**

**BENCHMARK** **Craft and Structure**

INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
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**STANDARD** **Reading: Informational**

**BENCHMARK** **Integration of Knowledge and Ideas**

INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**STANDARD** **Reading: Informational**

**BENCHMARK** **Language in Reading: Informational**

INDICATOR / PROFICIENCY LEVEL	RI.6.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.</b>
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INDICATOR	RI.6.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.6.11.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
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**STANDARD** **Reading: Informational**

**BENCHMARK** **Range of Reading and Text Complexity**

INDICATOR / PROFICIENCY LEVEL	RI.6.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.
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**STANDARD** **Writing**

**BENCHMARK** **Text Types and Purposes**

INDICATOR / PROFICIENCY LEVEL	W.6.2.	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>
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INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
INDICATOR / PROFICIENCY LEVEL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.

INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Language Arts

Grade 7 - Adopted: 2023

### STANDARD Reading: Literature

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### STANDARD Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.7.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.

INDICATOR	RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.
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### STANDARD Reading: Informational

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
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### STANDARD Reading: Informational

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

### STANDARD Reading: Informational

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.7.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.

INDICATOR	RI.7.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.7.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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### STANDARD Reading: Informational

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.7.13.	Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD****Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD****Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
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INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD****Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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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**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.7.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.8.11.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.
INDICATOR	RL.8.11.d	Verify the preliminary determination of the meaning of a word or phrase.

<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.8.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.</b>
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INDICATOR	RI.8.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.8.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.8.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
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INDICATOR	W.8.2.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 aiding comprehension.
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INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.8.10.b.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STANDARD Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

**STANDARD Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.8.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Lesson 27: Unit 8 Formal Essay Models, p. 2601-266**
**Kansas Academic Standards**
**Language Arts**
**Grade 6 - Adopted: 2023**
**STANDARD Reading: Informational**

BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**STANDARD Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2.	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.

INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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INDICATOR / PROFICIENCY LEVEL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
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INDICATOR	W.6.10.f.	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
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INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
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INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
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INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.8.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Kansas Academic Standards

### Language Arts

Grade 7 - Adopted: 2023

**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
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INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

#### STANDARD **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
INDICATOR / PROFICIENCY LEVEL	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.8.2.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 aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### STANDARD **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

#### STANDARD **Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
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INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 267-275

**Kansas Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.5.	Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.</b>
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INDICATOR	RL.6.11.a	Use context to determine the meaning of a word or phrase.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.8.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards**

**Language Arts**

**Grade 7 - Adopted: 2023**

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.7.3.</b>	<b>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</b>

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.7.10.</b>	<b>Use knowledge of language and its conventions when reading to aid comprehension.</b>

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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**STANDARD****Writing**

BENCHMARK		Range of Writing
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INDICATOR /  
PROFICIENCY  
LEVEL

W.7.12.

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

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.7.1.

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

INDICATOR

SL.7.1.a.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.

INDICATOR

SL.7.1.b.

Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.

INDICATOR

SL.7.1.c.

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

INDICATOR

SL.7.1.d.

Acknowledge new information expressed by others and, when warranted, modify their own views.

**STANDARD****Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.7.4.

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.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.7.7.

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

INDICATOR

SL.7.7.a.

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

INDICATOR

SL.7.7.b.

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

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.7.8.

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

# Kansas Academic Standards

## Language Arts

Grade 8 - Adopted: 2023

**STANDARD** **Reading: Literature**

**BENCHMARK** **Craft and Structure**

INDICATOR / PROFICIENCY LEVEL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**STANDARD** **Reading: Literature**

**BENCHMARK** **Language in Reading: Literature**

INDICATOR / PROFICIENCY LEVEL	RL.8.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.</b>
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INDICATOR	RL.8.11.a	Use context to determine the meaning of a word or phrase.
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**STANDARD** **Writing**

**BENCHMARK** **Text Types and Details**

INDICATOR / PROFICIENCY LEVEL	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
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INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
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**STANDARD** **Writing**

**BENCHMARK** **Production and Distribution of Writing**

INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD** **Writing**

**BENCHMARK** **Research to Build and Present Knowledge**

INDICATOR / PROFICIENCY LEVEL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.8.10.b.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.12.</b>	<b>Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</b>

**STANDARD**                      **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STANDARD**                      **Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.4.</b>	<b>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.</b>

**STANDARD**                      **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 275-280

**Kansas Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RL.6.5.	Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.2.	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

**STANDARD****Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**STANDARD****Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
INDICATOR	W.6.10.h.	Maintain consistency in style and tone.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
INDICATOR	SL.6.7.f.	Maintain consistency in style and tone.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.6.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

#### Grade 7 - Adopted: 2023

#### STANDARD **Reading: Literature**

#### BENCHMARK **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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#### STANDARD **Writing**

#### BENCHMARK **Text Types and Details**

INDICATOR / PROFICIENCY LEVEL	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
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INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
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#### STANDARD **Writing**

#### BENCHMARK **Production and Distribution of Writing**

INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD****Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STANDARD****Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.7.10.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	W.7.10.c.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STANDARD****Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.

**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.7.7.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
INDICATOR	SL.7.7.b.	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.8.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards****Language Arts****Grade 8 - Adopted: 2023****STANDARD** Writing

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.

**STANDARD** Writing

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.4.</b>	<b>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.5.</b>	<b>With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</b>

**STANDARD** Writing

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.7.</b>	<b>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</b>

INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.8.10.b.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
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INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
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INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
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INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.8.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
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INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 281-291

**Kansas Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.5.	Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.6.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.</b>
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INDICATOR	RL.6.11.a	Use context to determine the meaning of a word or phrase.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.6.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Language in Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.10.	<b>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.6.10.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	W.6.10.e.	Recognize and correct vague pronouns.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.6.7.a.	Vary sentence patterns for meaning, reader/listener interest and style.
INDICATOR	SL.6.7.d.	Recognize and correct vague pronouns.
INDICATOR	SL.6.7.e.	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.8.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards**

**Language Arts**

**Grade 7 - Adopted: 2023**

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.7.3.</b>	<b>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</b>

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.7.10.</b>	<b>Use knowledge of language and its conventions when reading to aid comprehension.</b>

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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**STANDARD****Writing**

BENCHMARK		Range of Writing
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INDICATOR /  
PROFICIENCY  
LEVEL

W.7.12.

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

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.7.1.

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

INDICATOR

SL.7.1.a.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.

INDICATOR

SL.7.1.b.

Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.

INDICATOR

SL.7.1.c.

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

INDICATOR

SL.7.1.d.

Acknowledge new information expressed by others and, when warranted, modify their own views.

**STANDARD****Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.7.4.

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.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.7.7.

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

INDICATOR

SL.7.7.a.

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

INDICATOR

SL.7.7.b.

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

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.7.8.

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

# Kansas Academic Standards

## Language Arts

Grade 8 - Adopted: 2023

### STANDARD Reading: Literature

#### BENCHMARK Craft and Structure

INDICATOR / PROFICIENCY LEVEL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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### STANDARD Reading: Literature

#### BENCHMARK Language in Reading: Literature

INDICATOR / PROFICIENCY LEVEL	RL.8.11.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.
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INDICATOR	RL.8.11.a	Use context to determine the meaning of a word or phrase.
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### STANDARD Writing

#### BENCHMARK Text Types and Details

INDICATOR / PROFICIENCY LEVEL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
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INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
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### STANDARD Writing

#### BENCHMARK Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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### STANDARD Writing

#### BENCHMARK Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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INDICATOR / PROFICIENCY LEVEL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STANDARD**                      **Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
INDICATOR	W.8.10.b.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	W.8.10.c.	Form and use verbs in the active and passive voice.
INDICATOR	W.8.10.e.	Recognize and correct inappropriate shifts in verb voice and mood.

**STANDARD**                      **Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**STANDARD**                      **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STANDARD**                      **Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

**STANDARD**                      **Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.8.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	SL.8.7.b.	Form and use verbs in the active and passive voice.
INDICATOR	SL.8.7.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.8.8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.